Closing the Gap

W. D. Hamilton

Department of Education
Province of New Brunswick

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EXECUTIVE SUMMARY

I Introduction

Closing the Gap is the report of the Native Student Achievement Study which was undertaken during the 1990-91 school year for the New Brunswick Department of Education. The purpose of the study was to examine the academic performance of First Nations students in attendance at New Brunswick schools relative to that of non-native students and to offer recommendations for educational improvements for the native school population.

II Research Process

A. Elementary/junior high school

Records for school districts 31 (Perth-Andover) and 38 (Campbellton) for the 1989-90 school year were used as data for the study of student performance from Grade I through Grade IX. The records included the reports of teachers' tests and examinations as well as scores on the Canadian Tests of Basic Skills (CTBS) and the usual information on attendance, transfers, promotions, etc.

B. Senior high school

Basic data on the performance of native students at the senior high school level were obtained from the Nominal Rolls of those obtaining educational support from the Department of Indian Affairs — for the years 1985-90. These were supplemented by data gathered at the district and school level throughout the province.

The Nominal Rolls also provided the necessary data for parallel studies of Nova Scotia and Prince Edward Island native student achievement at this level, while the results of "control" studies of three non-native high school populations in the three provinces were also used for comparison purposes.

C. Interviews

A total of 173 individual interviews of approximately 20 minutes each were conducted with students (82), graduates (50), and dropouts (41) The interview questionnaires appear as appendices B1, B3, and B5 of the report.

III Findings

A. Enumeration

In the report, all New Brunswick native students are enumerated by district, school, and grade.

B. Elementary school findings

Native students enter Grade I somewhat below strength in terms of performance (if not of inate ability or basic intellectual development) and then proceed to slip backwards relative to their non-native counterparts — especially from Grade IV onward. This trend is paralleled at the upper elementary level by growing absenteeism and deterioriating relations with teachers.

C. Junior high school findings

Native student performance at the junior high level is characterized by a damaging level of absenteeism and an academic failure and grade repetion rate roughly twice that of non-native students.

D. CTBS scores

Discrepancies in CTBS scores between native and non-native students are smaller than previous studies found them to be, but from Grade IV onward most native student scores continue to be seriously below normative values.

E. Senior high school findings

At the senior high level, the native student is typically enrolled in practical (as opposed to academic) studies, is earning low grades, making slow progress, and experiencing an abnormally high rate of dropout. While, in age-grade terms, the non-native student is four to five months retarded, on average, upon entry to Grade X, the typical native student is 11 months behind. The age-grade lag does not increase for non-native students during the senior high years, but it grows to 15 months for native students by the time they reach Grade XII. Large numbers of native students fail and drop out of school in Grade XII, which tends not to be an obstacle year for most non-natives. While approximately four in five non-native students who reach Grade X in the province go on to graduate, only about one in two native students yet do so. Case studies of two high schools supplement and substantiate the general findings.

F. Student interview findings

From the student interview data, home background, social attitude, self-perception, and social opinion profiles were created. While housing on the reserves would appear to be comparable with that enjoyed by the working or lower middle class in the larger Canadian community, it would seem evident that many homes are not organized or conducted in a way that maximizes opportunities for the educational growth and well-being of children. Most students claim to find school tolerable or enjoyable, but absenteeism rates reveal that many seek occasions to avoid school attendance. Similarly, most state that they wish to obtain higher educations and professional positions in life but fail to display a standard of scholarship which would permit the accomplishment of such goals. While native students' views about their educational and other experiences are not all negative by any means, many have specific complaints to file about their homes and reserve communities as well as about their teachers and the non-native world in which they are required to function.

G. Graduate interview findings

As a group, the native graduates interviewed came from the homes of somewhat better educated parents than other native students, and as might be expected, experienced less age-grade lag, attained higher school grades, and were better represented in the academic studies stream than those who failed to graduate. They also displayed more positive attitudes towards school and life. These are relative differences, however — the overall profile of these students remaining closer to the native profile than the non-native.

H. Dropout interview findings

The dropouts interviewed conformed to the universally recognized profile of the at-risk student — i.e., as victims of a complex mix of personal, family, and other problems which made school dropout inevitable. Specific characteristics noted include alcoholism in the home, family breakup, pregnancy, conflict with school authorities, and drug addiction — as well as the gamut of academic problems. The dropouts were understandably the angriest of the groups interviewed, having numerous criticisms to voice concerning parents, teachers, and society at large.

IV Conclusions and Recommendations

A. Information gathering

Since no federal or provincial agency is systematically gathering the information needed for the ongoing study of native student achievement in New Brusnwick schools, it is proposed that the Department of Education require annual reports to be filed by all schools enrolling native students.

B. Recognition of the Indian community

While the Province of New Brunswick has taken important steps in recent years to acknowledge the existence of the native community as a distinct entity with unique educational wants and needs, more must be done to secure this recognition at the district and school level and to provide appropriate direction to school administrators and teachers. It is thus proposed that the native education policies and programs of the Department of Education be made the subject of a conference of district school superintendents and of teachers' inservice sessions during the next (1991-92) school year. It is also proposed that the university departments and faculties of Education in the province be asked to consider incorporating a course or other mandatory instructional component on native education into their pre-service teacher education programs.

C. School-community relations

It is important to establish and maintain lines of communication between the schools and native parents. The Department's publication entitled *The Circle of Understanding* is a useful guide on this subject.

D. Student-teacher relations

While there are certain positive trends to be noted in native student-teacher relations, it is proposed that schools be required to develop and enunciate programs for the improvement of student-teacher relations.

E. Indian-non-Indian student relations

While most native students do not claim to be seriously discriminated against on a continuing basis, as many as two in three feel that they are sometimes treated unfairly on racial grounds alone. The schools should be actively battling this problem and be setting an example of fairness and tolerance for the whole community.

F. The at-risk student

It is proposed that the Department of Education create a project to identify at-risk native students in the elementary schools and recommend procedures for assisting them.

G. Academic performance

The most troubling finding of the study is that native students are barely represented in the top echelon of academic performers at any level of the provincial school system — i.e., in the ranks of those who are most likely to become tomorrow's leaders, professionals, experts, and specialists. While no instant solution to this problem can realistically be sought, it is proposed that the Department of Education create a project to identify native students of talent and recommend procedures for assisting them to realize their intellectual potential.

Closing the Gap:

THE NATIVE INDIAN STUDENTS' ACHIEVEMENT STUDY

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Prefatory Note

The Native Student Achievement Study originated in August 1990 as a proposal of Mr. David G. Perley, Indian Education Advisor with the New Brunswick Department of Education. At an early date, Mr. Perley invited me to respond to the proposal with recommendations for undertaking the research concerned. These were presented on 19 September 1990 to a meeting chaired by Dr. G. C. Keilty, Assistant Deputy Minister of Education, and attended by Mr. Perley, as well as Mr. Barry Lydon, Director for Program Development and Implementation for the Department. Shortly afterwards, the study was authorized and the research initiated. In November, the school districts affected were informed of the project in writing by Dr. Keilty and invited to cooperate with it.

I wish to take this occasion to thank Mr. Perley for his cooperation and assistance throughout the study. The specific contributions of others are acknowledged in the text, tables, and footnotes. Although many assisted in a variety of ways, I am solely responsible for any errors in the report. Also, the opinions expressed are my own — not those of Mr. Perley or the New Brunswick Department of Education.

30 June 1991 W. D. Hamilton

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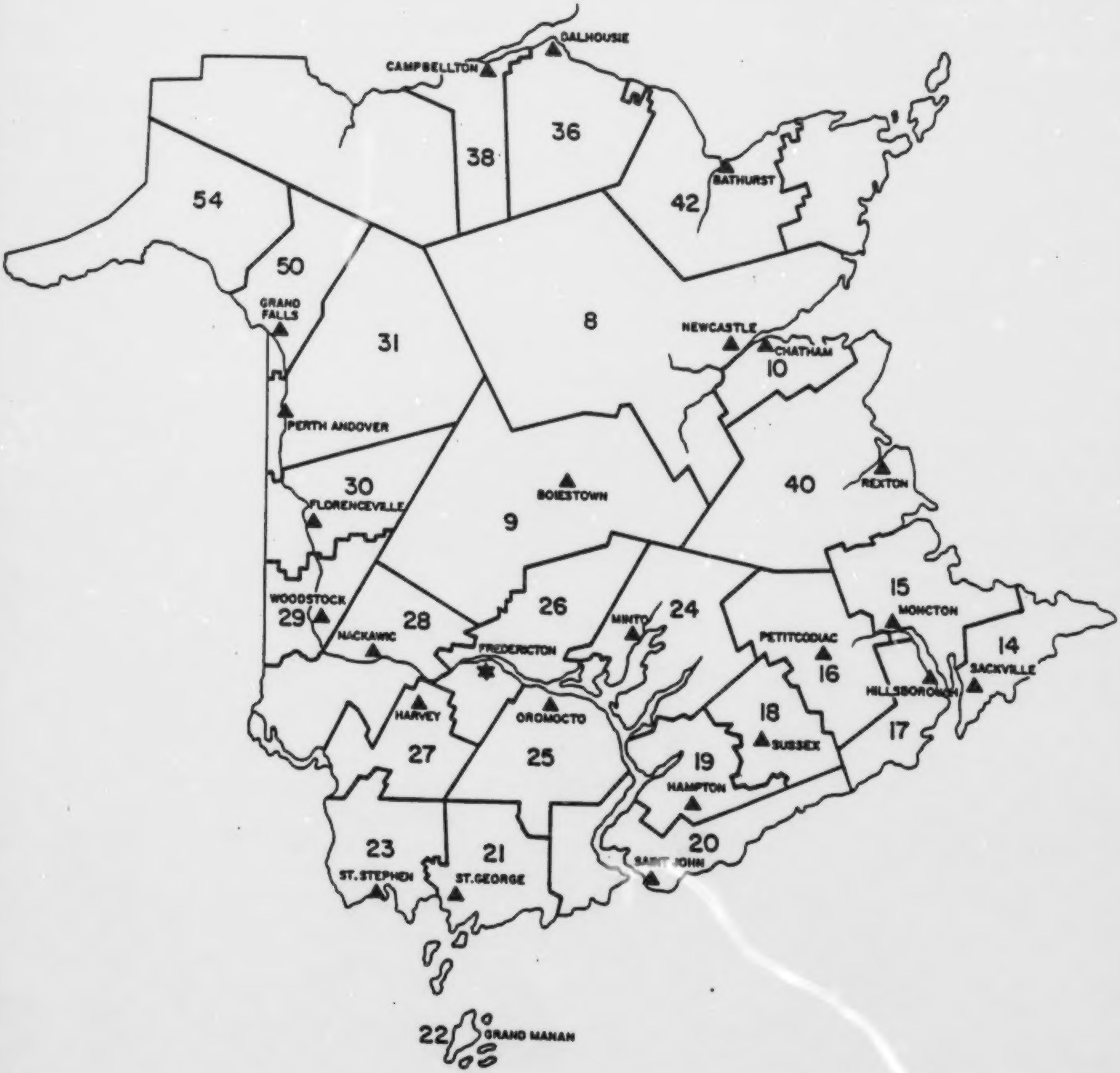
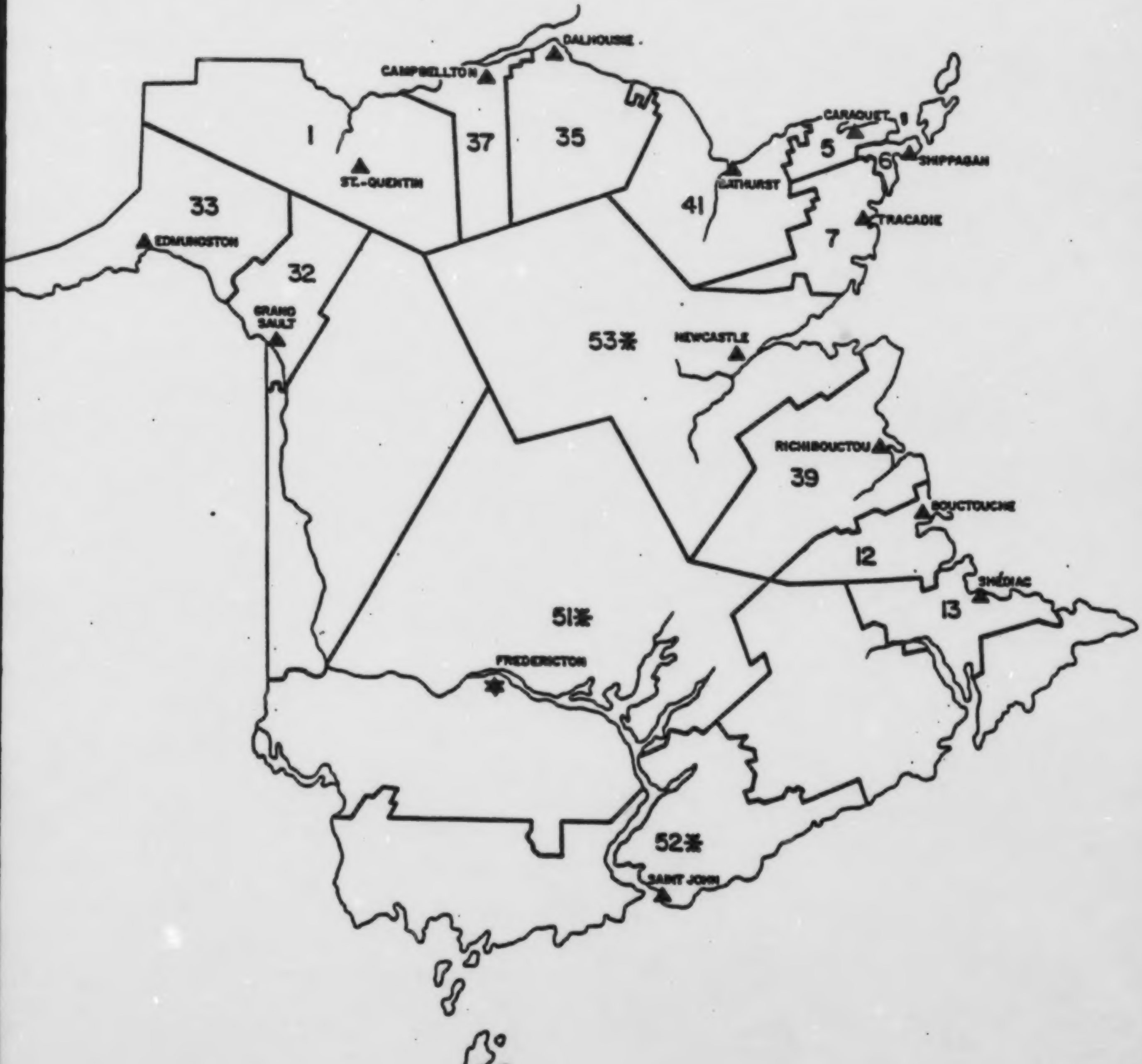
NEW BRUNSWICK

SCHOOL DISTRICTS

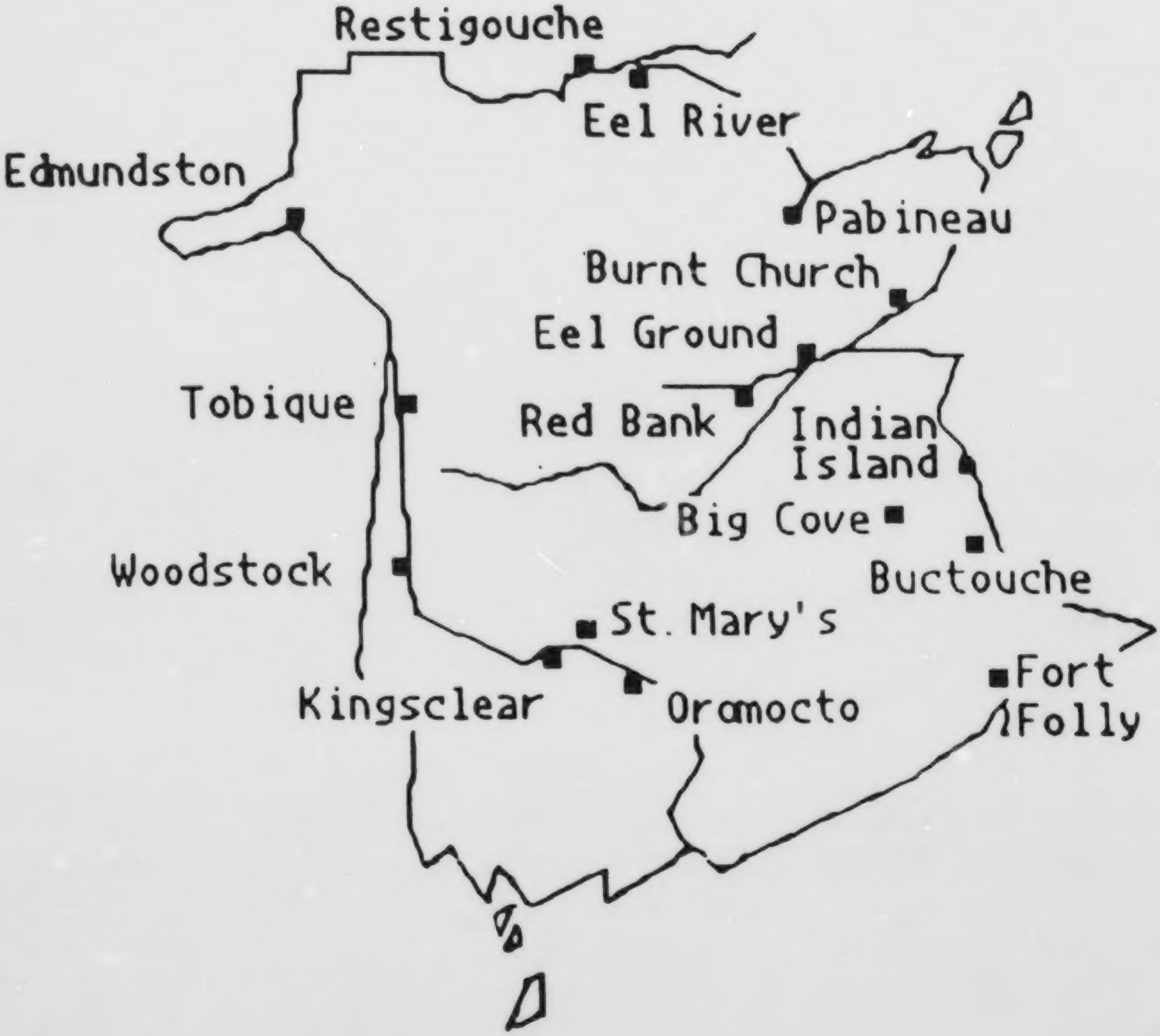


NOUVEAU - BRUNSWICK

DISTRICTS SCOLAIRES



NEW BRUNSWICK
INDIAN RESERVE COMMUNITIES



I Introduction

A. Assumptions

This study rests on three inter-related assumptions: ***That*** New Brunswick Indian children have the same inherent potential for intellectual and social development as all other children in the province; ***That*** the existing performance gap between Indian and non-Indian students in the province's schools will eventually be closed, and ***That*** the New Brunswick Department of Education has both a responsibility and a desire to assist in bringing this closure about as soon as possible.

B. Limitations

A general limitation of the study arises from the small numbers of Indian students enrolled in most schools or school districts. Percentages and other statistics which appear in the report should be interpreted cautiously.

Potential inaccuracies in the data obtained from the Nominal Rolls of the Department of Indian Affairs and Northern Resources (as described in Section II) represent a specific limitation.

C. Comparisons

Information may be meaningful in itself, but it is usually more meaningful when looked at comparatively. For example, the data gathered on Indian students for this study might be compared with similar data on Indian students at an earlier time — or at the present time in another place — or on non-Indian students at the same time and place. Persons interested in the subject of Indian student achievement often differ in their opinions as to which kinds of comparisons should be made or which are most informative or helpful.

It is widely known that Indian student enrolment in New Brunswick provincial schools has been increasing steadily, from next to nothing 50 years ago to a large proportion of the Indian children of school age today. It is also evident that academic performance has been improving, but unfortunately, there is relatively little precise information available on Indian student achievement levels in New Brunswick schools in the past. Some of the information that exists is noted elsewhere in this report, but there are no comprehensive studies from which to acquire an historical perspective.

There is better quality information available from other places than from other time periods. The Indian education content of the 1981 census of Canada has been analyzed by province, for example, and Indian educational studies have been published in different parts of the country, especially during the past decade. Again, a few of these studies are noted in this report, but differences in history, social conditions, and relations with non-Indian society are so great from one part of Canada to another that direct comparisons of school data (even when parallel information is available) are usually not very enlightening.

The most accessible of the comparative data pertain to the non-Indians with whom the Indian students are attending school, and thus the present study was designed to gather information on these students as a base of comparison for Indian student performance. In so doing, it is important to avoid giving the impression that the Indian students, their parents, or their communities are being criticized or judged in any way. Studies of the school performance of children of different groups in society are commonplace. It has been shown many times over, for example, that the children of poor parents do not perform as well in school as those of the well-to-do; that rural children are out-performed by urban children (but that inner-city children are not competitive with those in the suburbs); that Newfoundland children do not measure up to Ontario children, and so on. The differences involved do not reflect negatively on the inate intelligence or human worth of the individuals or groups concerned, and they have nothing to do with ethnicity. They arise from a host of factors, not all of which are perfectly understood, but an important one of which is the kind and amount of language spoken in the home.

Indian students and parents sometimes feel that discrepancies in performance between groups in the same school are the fault of the teachers, but that may not be so. There are distinct limits to what teachers and school administrators can do in the short term to alter behavioral characteristics that are rooted in profound historical and social inequities. To one degree or another, the observed differences are national, and indeed North American, in scope, making it difficult to assign sole responsibility for them to any given group or circumstance.

The comparisons employed in this report, then, are not intended to express adverse criticism of either the Indian community or the educational community. Instead, they are meant simply to define differences in performance in such a way as to assist the Department of Education, school boards, administrators, teachers, and parents in improving educational opportunities for Indian students over the longer term.

II Research Process

The proposal (Appendix A) calls for a study of the Indian student at all levels in the New Brunswick provincial school system in terms of four topics on which quantifiable data may be obtained (i.e., academic performance, retention/dropout, age-grade relationship, and program streaming) — and on a somewhat greater number of topics which are more qualitative in character such as family background, the role of parents, student characteristics / self-perceptions / opinions / attitudes / aspirations, student-teacher relations, Indian-non-Indian relations, and discipline concerns.

A Elementary and junior high school research

In order to examine the performance characteristics of elementary and junior high school students, it was decided to request access to the following school records for both Indian and non-Indian students for the 1989-90 school year:

- District 26 (Grades I-VI, South Devon School)
- District 31 (Grades VIII-IX, Southern Victoria High School)
- District 38 (Grades I-IV, Lord Beaverbrook School and Grades V-VII, Campbellton Junior High School)

Because District 26 did not participate in the study, access to South Devon School records was denied.[1]

The District 38 office provided classroom teachers' records for Lord Beaverbrook School and Campbellton Junior High School as well as reports of scores from the Canadian Tests of Basic Skills for 1989-90 for Grades III-VIII. Entries were conveniently flagged by district staff as Indian or non-Indian for purposes of the study.

Research in District 31 was undertaken at Southern Victoria High

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[1] The reasons for the non-participation of District 26 are revealed in letters written in respect to the study by Dr. Barry Miller, Superintendent of Schools, and Mr. Hugh Duplisea, Assistant Superintendent (Miller to Hamilton, 7 December 1990; Duplisea to Chief R. Polchies, St. Mary's Indian Band, 11 March 1991; and Miller to Hamilton, 25 March 1991). The officials concerned could best explain the action of the District in this matter, but it is important to note that the need for the study, the research design involved, or the competency of the researcher were not called into question.

School from the school record folders and followed up by correspondence with school officials. The district office also provided C.T.B.S. scores, differentiated for Indian and non-Indian students, for tests administered in 1989-90 to Grades III, VI, and IX.

B. Senior high school research

An ongoing research project[2] of the Micmac-Maliseet Institute at the University of New Brunswick was the direct source of most of the senior high school data for the Native Student Achievement Study in the first four categories noted at the opening of this section For the Institute study, the Nominal Rolls of Indian and Northern Affairs Canada were used to track senior high Indian students in all three Maritime provinces between the 1984-85 and 1988-89 school years. The Rolls contain the names of Indian students who are receiving financial aid from the federal government. These include essentially all students living on reserves (an estimated 80 per cent of the total) plus an unknown proportion of those living elsewhere. In the Institute study, information on a few of the unsupported students was picked up through inquiries made at the school level, but it must be assumed that others were missed.[3] This is the first of several limitations surrounding the use of these Rolls. Another is that they are based on data compiled at the local level, the accuracy of which is sometimes questionable.[4] It is also difficult to discover in some instances why students' names appear or disappear from the Roll and often impossible to trace those who leave the region, transfer to a private school, or do anything other than drop out of school altogether — or else remain on the Roll by continuing to attend a school in the region to which the Roll applies, i.e., Atlantic Canada in this instance. Most of the information which the Rolls contain cannot be found anywhere else, however, and students were, in fact, successfully traced through them in sufficient numbers to warrant the claim that the statistics compiled for this report represent very close approximations. These are as useful for most purposes, of course, as absolute facts, but it cannot be claimed that they are necessarily error free.

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[2] The Indian Students Progress Study (ISPS). This project has been ongoing since 1989.

[3] According to the Canadian census (Lautard, 1987: 69-87), off-reserve Indians in the Maritime Provinces more nearly approximate the non-Indian population in social and eduational characteristics, so the inclusion of data on them in a study of this kind might be expected to improve the statistics slightly.

[4] There would appear to be situations, for example, in which it could be advantageous for local authorities to leave students' names on the Roll for as long as possible after their school leaving dates or to include the names of students who did not register in school (or remain in school long enough to have records). In any event, schools sometimes report that students withdrew before their names were deleted from the Roll or that no record of students named on the Roll can be found.

The Institute had also conducted three parallel (or control) studies in which non-Indian students enrolled in mid-sized rural high schools in each of the three provinces were tracked over the same period of time as the Indian students. Since the research for these studies involved the engagement of school personnel who were familiar in each instance with the student body of the school, the information obtained is thought to be exceptionally thorough and accurate.

For purposes of the present study, the former investigations carried out by the Institute were augmented by research in Indian Affairs records for the 1989-90 school year and by a separate inquiry directed to New Brunswick high schools on streaming, graduation, and academic achievement levels of Indian students.

C. Interviews

It was determined at the start of the study that a number of the questions raised in the proposal could best be addressed with information obtained from interviews of students, graduates, and dropouts. Thus interview questionnaires (Appendices B1, B3, and B5)[5] were devised for use in the districts in which the elementary and junior high school studies were to be carried out (i.e., Districts 26, 31, and 38) as well as in Districts 8 and 40, which also have relatively large Indian student enrolments.

Mr. Tony Dedam, of the Restigouche (Quebec) Reserve was engaged to conduct the interviews in District 38 and among graduates and dropouts of the Restigouche Band. In Districts 8 and 40, as well as on the Big Cove, Eel Ground, and Red Bank reserves, interviews were conducted on the same basis by Mr. Troy Sock, of Big Cove, while Mr. Joseph D. Moulton, of Tobique was engaged to conduct interviews in District 31 and on the Tobique Reserve. Instead of in District 26 schools as originally proposed, interviews were conducted through the Micmac-Maliseet Institute with Indian students, graduates, and dropouts from different parts of the province. The tabulated responses to the questionnaires (Appendices B2, B4, and B6) show the school districts and grade levels (in the case of students) of the respondents. Altogether, 82 students, 50 graduates, and 41 dropouts were interviewed — for a total of 173 one-to-one interviews of approximately 20 minutes each. The interviews were voluntary, and the expressed wishes of participants were respected.[6] The confidentiality of the interviews was explained at each session, and the questionnaire was placed inside a sealed envelope at the conclusion of the interview.

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[5] In the versions of the questionnaires printed in Appendices B1, B3, and B5, the type and the spaces shown for answers to the open-ended questions have been reduced in size for the sake of economy, and lines at the top of the forms for recording names and birth dates have been deleted. The birth dates were needed for age-grade and other calculations and the names for tracing and authenticating the work of the interviewers if questions should have arisen. Once they were no longer needed these items of information were discarded.

Students

A questionnaire (Appendix B1) consisting mostly of objective test items was used in interviews with 62 senior high and 20 junior high and elementary school students. Interviewers were encouraged to take time to explain the questions to the younger students.

This questionnaire contains 35 multiple choice items, including three alternative items — leaving 32 questions which would normally call for a response in any given interview, plus an open-ended question at the end inviting additional information or opinion.

The questionnaire has sections on home background (13 questions), school experiences (11 questions), self-perceptions and aspirations (7 questions), and social views (4 questions). These sections correspond to the requirements of the terms of reference for the study, as noted in the opening paragraph of this section.

Graduates

The 50 graduates interviewed were products of high schools in seven different school districts and of all programs offered in New Brunswick schools. Their dates of graduation ranged from 1984 to 1990.

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[6] One respondent requested that his or her name not be noted. Several chose not to answer one or more items on the questionnaires.

The questionnaire used with this group (Appendix B3) consists of 13 multiple-choice and 5 open-ended questions relating to family background, attitude towards school, motivation, program selection, academic standing, and opinions on the kinds of support which might help keep students in school. Some graduates had additional information and opinion to offer in response to the open-ended question at the end of the interview.

Dropouts

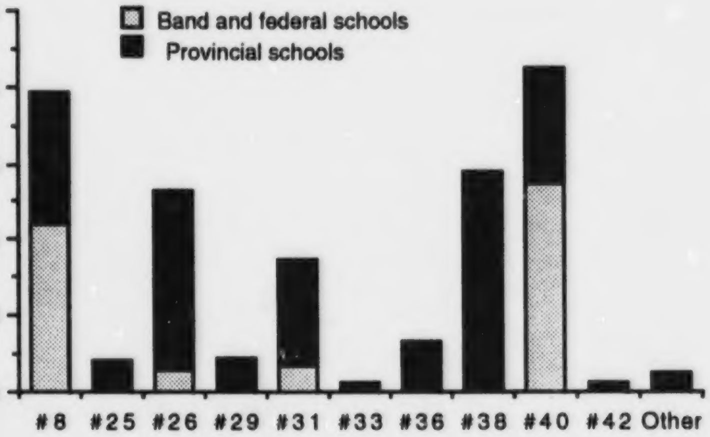
The 41 individuals interviewed in this category dropped out between 1984 and 1990 — from Grades VII through XII in schools in four different districts in the province.

The questionnaire devised for this group (Appendix B5) contains 14 multiple-choice items (several of which were not used with students who dropped out earlier than Grade X) and 6 open-ended questions relating to the same themes as those employed in the graduates' questionnaire.

III Findings

A. Enumeration of New Brunswick Indian students

Although not specifically required by the terms of reference it seemed important to enumerate the Indian students known to be in attendance at schools within the different school districts of the province in 1989-90 — at federal and band schools, as well as at provincial schools. Appendix F provides a complete breakdown of the 1186 students concerned by district, school, and grade. A more compact picture of enrolment by school district is given in the following graph:



It is evident from the above that most New Brunswick school districts have no Indian students enrolled and that the total enrolment is only a fraction of the whole — some 1.3 per cent, in fact, of the enrolment in Anglophone schools, and less than one per cent of total New Brunswick enrolment. Nonetheless, the numbers are of much importance in Districts 38 and 40 (where they represent approximately 20 per cent and 17 per cent respectively of all students), and of significance as well in Districts 8, 31, and 36, where they represent between four and seven per cent. While it could be argued that the numbers are of little significance elsewhere, it cannot be denied that the unique place of the native Indian nations (Micmac and Maliseet, in this instance) in Canadian society assigns their members a certain importance independent of numbers.

Of special note in terms of provincial responsibility are those situations in which Indian bands have entrusted their children to the public system for all twelve years of their schooling. This is the case with the Restigouche (Quebec) Band vis-à-vis the schools of District 38, as well as with the following small and medium-sized bands: Pabineau (District 42); Indian Island (District 40); Eel River (District 36), Edmundston (District 33); Woodstock (District 29); St. Mary's (District 26); Oromocto (District 25), Fort Folly (District 14), and Buctouche (District 12). As shown in Appendix F, the Burnt Church, Eel Ground, Red Bank, Kingsclear, and Big Cove bands have schools on their reserves which offer between three and eight years of instruction before the children enter the provincial system.

A final point of interest on numbers is that New Brunswick is essentially on par with Nova Scotia relative to the number and proportion of Indian students enrolled in provincial schools and the number of bands having elementary and junior high schools on their reserves. This makes for useful comparisons between the two provinces as noted elsewhere in this report.

B. Elementary school findings

It was intended that records for both District 26 (South Devon School) and District 38 would be studied in respect to Indian student achievement in Grades I through VI, but the analysis has necessarily been confined to the schools of District 38. Other than in Districts 26 and 38, there are no situations in which essentially all of the children of a sizeable reserve are attending a provincial school together beginning at Grade I. In other districts where significant numbers of Indian children are involved, they are either all attending school on the reserve for at least some of their elementary years, or their enrolment is divided between two or more provincial schools — or between reserve and provincial schools, as in District 31.

Tables 1 and 2 summarize the data abstracted from District 38 records for Grades I-IV (Lord Beaverbrook School) and Grades V-VI (Campbellton Junior High School). As noted at the foot of Table 1, achievement symbols used for reporting purposes in District 38 (Appendix C) were assigned numerical values on a 5-point scale, as follows: E (4), VG (3), G (2), M (1), NS (0), while effort symbols were assigned values of the same weight on a 3-point scale: O (4), S (2), NI (0). These conversions were necessary for calculation purposes.

Table I shows that enrolment in Grades I-IV at Lord Beaverbrook School in 1989-90 was 420, and Table II that enrolment in Grades V-VI at Campbellton Junior High School was 179. Thus, total enrolment in Grades I-VI was 599 — with Indian students accounting for approximately 23 per cent of this. At 136, the number of Indian students in school was the largest to be found in Grades I-VI in any district in the province — as was the Indian proportion of the total enrolment.

The tables show mean grade point averages for non-Indian and Indian student achievement in Language Arts and Mathematics as well as percentage distributions of teacher assessments at the five points on the scale. They also show mean grade point averages for effort in the two key subject areas and certain other information. The most obvious observation to be made from these tables is that the academic accomplishment and the effort of Indian students were deemed to be significantly below the accomplishment and effort of non-Indian students — by teachers in all classes, without exception, in 1989-90. The Indian students were not substantially represented above the mid-point on the achievement scale and, beyond the Grade II level, there were almost no Indian students at the top of the scale in either Language Arts or Mathematics.

In Grades I-IV as a whole Indian student achievement in Language Arts was assessed at 78 per cent of non-Indian achievement and Indian student effort at 77 per cent. For the same four grades, Indian student achievement in Mathematics was assessed at 79 per cent of non-Indian achievement, while Indian student effort was assessed at 74 per cent. The correspondences were similar for achievement and effort in these subjects in Grades V and VI. When performance assessments were low, so were effort assessments. The fact that teachers were perceiving a one-to-one relationship between effort and achievement in all students indicates that they were not judging Indian children to be inferior in ability. In the teachers' view, the shortcoming of the Indian students was that they did not work as hard as their non-Indian counterparts.

TABLE 1

STUDENT PERFORMANCE DATA

Lord Beaverbrook School
New Brunswick School District 38
Grades I-IV (1989-90)

a = non-Indian students. b = Indian students

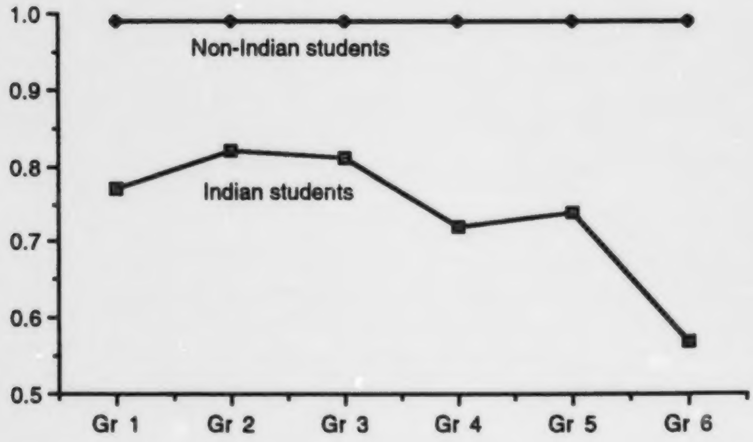
	Grade I		Grade II		Grade III		Grade IV		School	
	a	b	a	b	a	b	a	b	a	b
•Enrolled: #	77	28	77	26	87	20	81	24	322	98
% of whole	73%	27%	75%	25%	81%	19%	77%	23%	77%	23%
•Immersion program: #	41	8	39	11	54	8	49	9	183	36
% of group	53%	29%	51%	43%	62%	40%	60%	38%	57%	37%
•Mean grade:Lang.Arts	2.7	2.1	2.7	2.3	2.8	2.4	2.5	1.8	2.7	2.1
% 0 pts. Lang.Arts	4%	nil	3%	4%	nil	6%	1%	21%	2%	7%
% 1 pt:Lang Arts	7%	19%	5%	15%	12%	6%	11%	17%	9%	15%
% 2 pts:Lang.Arts	26%	63%	22%	31%	21%	33%	29%	21%	25%	38%
% 3 pts:Lang.Arts	47%	11%	50%	46%	42%	56%	54%	42%	50%	37%
% 4 pts:Lang.Arts	16%	7%	12%	4%	25%	nil	5%	nil	15%	3%
•Effort:Lang.Arts	2.0	1.7	2.2	1.9	2.1	1.8	2.3	1.3	2.2	1.7
•Mean grade:Math	3.0	2.3	2.9	2.3	2.7	2.3	2.5	1.8	2.8	2.2
% 0 pts:Math	4%	7%	3%	4%	nil	nil	3%	17%	2%	7%
% 1 pt:Math	3%	11%	9%	15%	6%	11%	8%	21%	6%	15%
% 2 pts:Math	18%	33%	16%	35%	31%	44%	41%	38%	27%	37%
% 3 pts:Math	38%	41%	43%	35%	46%	44%	38%	21%	41%	35%
% 4 pts:Math	37%	7%	29%	12%	18%	nil	11%	4%	23%	6%
•Effort:Math	2.2	1.8	2.4	1.9	2.0	1.8	2.3	1.3	2.2	1.7
•Not promoted: %	4%	4%	4%	4%	nil	6%	1%	8%	2%	5%
•Started late: #	2	5	1	2	nil	1	4	3	7	11
•Moved away: #	4	1	1	nil	2	2	1	nil	8	3
•Mean days absent*	8.8	9.9	8.9	8.6	8.5	8.7	6.9	8.8	8.1	9.0

*Excluding those starting late or moving away during the year.

SOURCE: RECORDS OF DISTRICT 38, CAMPBELLTON, NEW BRUNSWICK, COURTESY OF J. DONALD THOMPSON, SUPERINTENDENT OF SCHOOLS.

NOTE: NUMERICAL VALUES, OR GRADE POINTS, WERE ASSIGNED TEACHER ASSESSMENTS AS FOLLOWS: FOR ACHIEVEMENT — EXCELLENT (4). VERY GOOD (3), GOOD (2), MINIMUM (1), NOT SATISFACTORY (0). FOR EFFORT — OUTSTANDING (4), SATISFACTORY (2), NEEDS IMPROVEMENT (0). DETAILS ON THE GRADING AND REPORTING SYSTEM MAY BE FOUND IN APPENDIX C.

While there are certain inconsistencies in the data, there would seem to be an unmistakable trend towards poorer academic achievement (coupled with correspondingly less effort) as Indian students progress through the grades. When the combined grade point averages for Language Arts and Mathematics are plotted along a line, a pattern of regression can be observed — from Indian student achievement assessments of approximately 80 per cent of those of non-Indian students in Grades I-III, to assessments of less than 60 per cent of non-Indian assessments in Grade VI. The following graph, in which non-Indian student performance assessments are held constant at 1.0 (or 100 per cent) for comparison purposes, illustrates the perceived trend:



In Grades I-VI, a shortfall in performance did not usually lead to grade repetition for a student — the non-promotion rate being roughly 5 per cent for Indian students and 2 per cent for other students, and the number of dropouts being nil or negligible from both groups. The phrases "promoted socially" and "promoted because of the school board policy" occur occasionally in the teachers' records.

Other brief written comments in the teachers' records for Grades I-IV are deserving of note. While those for both Indian and non-Indian students in Grade I cover essentially the same ground, most non-Indian students received unqualified positive comments such as "very well behaved" or "doing well," while a majority of Indian students received either qualified

TABLE 2

STUDENT PERFORMANCE DATA
Campbellton Junior High School
New Brunswick School District 38
Grades V-VI (1989-90)

a = non-Indian students. b = Indian students

	Grade V		Grade VI		Total		Grades I-VI	
	a	b	a	b	a	b	a	b
•Enrolled: #	70	19	71	19	141	38	463	136
% of whole	79%	21%	79%	21%	79%	21%	77%	23%
•Immersion program: #	38	4	41	3	79	7	262	43
% of group	54%	21%	58%	16%	56%	18%	57%	32%
•Mean grade:Language Arts	2.7	2.2	2.2	1.3	2.4	1.8		
% 0 pts:Language Arts	1%	nil	6%	11%	4%	5%		
% 1 pt:Language Arts	4%	16%	14%	44%	9%	30%		
% 2 pts:Language Arts	40%	53%	36%	44%	38%	49%		
% 3 pts:Language Arts	31%	32%	41%	nil	36%	16%		
% 4 pts:Language Arts	24%	nil	3%	nil	13%	nil		
•Mean effort:Language Arts	2.1	1.7	1.7	0.9	1.9	1.3		
•Mean grade:Mathematics	2.7	1.8	2.2	1.2	2.5	1.5		
% 0 pts:Mathematics	1%	11%	4%	22%	3%	16%		
% 1 pt:Mathematics	9%	32%	19%	44%	14%	38%		
% 2 pts:Mathematics	32%	26%	35%	28%	34%	27%		
% 3 pts:Mathematics	31%	26%	36%	6%	34%	16%		
% 4 pts:Mathematics	26%	5%	6%	nil	13%	3%		
•Mean effort:Mathematics	2.2	1.3	1.7	1.1	1.9	1.2		
•Not promoted % nil	nil	1%	5%					
•Started late: %	1%	nil	nil	11%				
•Moved away during year: %	3%	nil	nil	nil				
•Dropped out: %	nil	nil	1%	nil				
•Mean days absent (of others)	7.9	12.6	8.5	10.0				

SOURCE: RECORDS OF DISTRICT 38, CAMPBELLTON, NEW BRUNSWICK, COURTESY OF J. DONALD THOMPSON, SUPERINTENDENT OF SCHOOLS.

NOTE: NUMERICAL VALUES, OR GRADE POINTS, WERE ASSIGNED TEACHER ASSESSMENTS AS FOLLOWS: FOR ACHIEVEMENT — EXCELLENT (4). VERY GOOD (3), GOOD (2), MINIMUM (1), NOT SATISFACTORY (0). FOR EFFORT — OUTSTANDING (4), SATISFACTORY (2), NEEDS IMPROVEMENT (0). DETAILS ON THE GRADING AND REPORTING SYSTEM MAY BE FOUND IN APPENDIX C.

comments such as "inattentive but doing well," or mildly disapproving ones such as, "needs much supervision and lots of work at home." More than two-thirds of the comments written on the Grade I Indian students' records fall into one of these categories. The students experiencing the most serious problems were described as immature, unable to concentrate, or in need of more parental assistance. The impression created by the comments as a whole is one of professional concern rather than of acute dissatisfaction.

The tone of the Grade IV comments is different, however. While roughly half of them could be said to be positive, others are sharply critical — especially of students' attitudes and behavior — e.g., "behavior needs improvement," "poor attitude," "very lazy and disorganized," "stubborn," "never ready to begin." Some entries refer to lack of effort or an inability to meet requirements. Few such comments were written on the records of the non-Indian students in Grade IV. This contrast mirrors the discrepancy in achievement and effort assessments between the two groups at this level.

Although they live in the Province of Quebec, Indian students in Grades I-VI in District 38 schools are not entering the French immersion programs at much more than half the rate of the non-Indian New Brunswick students (32 per cent vs. 57 per cent). This may be explained in part by the fact that immersion programs in general are associated with more academically gifted students and the aspirations of middle class parents. Negative feelings about Quebec's language laws and the perceived insensitivity of the provincial government towards native cultural values may also be a factor.

In District 38 in the fall of 1989, more Indian than non-Indian students started school late (11 per cent vs. 2 per cent in Grades I-IV), but there were few transfers out from either group during the year. In Grades I-IV, Indian students were only slightly more prone to absence from school (approximately one more day annually), but students in Grades V and VI missed just over three additional days, or 38 per cent more time on average than other students. The record of these absences correlates with the decline in effort and achievement observed in the Indian children in the upper elementary grades.

C. Junior high school findings

The study provides two snapshots of the junior high school — of Grade VII, again at Campbellton Junior High, in District 38, and of Grades

TABLE 3

STUDENT PERFORMANCE DATA

Campbellton Junior High School
New Brunswick School District 38
Grade VII (1989-90)

	Non-Indians	Indians
•Enrolled: #	110	34
% of whole	76%	24%
•Immersion program: #	43	9
% of group	39%	26%
•Mean academic average	78.1	66.0
% below 50	3%	9%
% 50s	2%	6%
% 60s	26%	53%
% 70s	20%	22%
% 80s	28%	3%
% 90s	21%	6%
•Not promoted	3%	12%
•Started late	1%	3%
•Moved away during year	1%	nil
•Dropped out:	1%	nil
•Mean days absent (of others)	12.5	21.2

SOURCE: RECORDS OF DISTRICT 38, CAMPBELLTON, NEW BRUNSWICK, COURTESY OF J. DONALD THOMPSON, SUPERINTENDENT OF SCHOOLS.

VIII-IX, at Southern Victoria High School, in District 31. The information concerned is summarized in Tables 3 and 4.

District 38

There were 34 Indian and 110 non-Indian students in Grade VII in Campbellton Junior High in 1989-90 — the Indians representing 24 per cent of the enrolment at that grade level. Because the grading and reporting system for the junior high is not the same as that used in Grades I-VI it is not possible to make direct comparisons between the academic records of elementary and junior high students. When the mean academic average of non-Indian students is 78.1 per cent and that of Indian students only 66 per cent, however, it is evident that there continues to be a major gap in achievement between the two groups. Even more informative is the way in which the averages distribute across the assessment categories used in Table 3. The table shows that 15 per cent of Indian students, as opposed to 5 per cent of non-Indians (or a ratio of 3:1) were functioning below the usual pass level of 60 per cent, while 12 per cent of Indians, as opposed to 3 per cent of non-Indians (or a ratio of 4:1) were not promoted in June 1990.

At the other end of the scale, 49 per cent of non-Indian students were achieving an average of 80 or better, while only 9 per cent of Indian students (or a ratio of 1:5) were functioning at this level. A total of 23 non-Indian students were in the top category (above 90) along with two Indians.

Another fact of significance displayed in Table 3 is that Indian student absenteeism in Grade VII outstripped that of non-Indian students by an average of 8.7 days annually, or 70 per cent. This contrasts with a 38 per cent greater absenteeism rate in Grades V-VI. Absenteeism tends to increase in all student groups as they progress through the grades, but the rate of increase (beyond Grade IV) is clearly much greater among Indian students in District 38 than among non-Indians. The academic implications of students missing roughly a full month (21.2 days) of school, on average, in Grade VII scarcely need to be expanded upon here. Given such a low level of commitment to school, it is somewhat surprising to note that the records show no Indian dropouts from Grade VII in 1989-90.

District 31

Table 4 displays the information abstracted from District 31 records for

TABLE 4

STUDENT PERFORMANCE DATA
Southern Victoria High School
New Brunswick School District 31
Grades VIII-IX (1989-90)

a : non-Indian students **b** : Indian students

	Grade VIII		Grade IX		All	
	a	b	a	b	a	b
• Enrolled: #	98	9	112	15	210	24
% of whole	92%	8%	88%	12%	90%	10%
• Modified programs: #	27	3	13	5	40	8
% of group	28%	33%	12%	33%	19%	33%
• Mean grade:Lang.Arts (excluding modified)	69.0	66.5	72.9	68.6	71.3	67.6
% below 50	4%	nil	3%	nil	4%	nil
% in 50s	9%	nil	5%	14%	7%	8%
% in 60s	42%	67%	23%	57%	31%	62%
% in 70s	23%	33%	33%	nil	29%	15%
% in 80s	16%	nil	24%	29%	21%	15%
% in 90s	6%	nil	11%	nil	9%	nil
• Mean grade:Math (excluding modified)	70.2	59.5	66.9	62.6	68.4	61.2
% below 50	10%	33%	16%	14%	14%	23%
% in 50s	14%	nil	9%	29%	11%	15%
% in 60s	19%	33%	23%	14%	21%	23%
% in 70s	22%	33%	19%	14%	20%	23%
% in 80s	26%	nil	24%	29%	25%	15%
% in 90s	9%	nil	9%	nil	9%	nil
• Age-grade lag: 0 years	55	6	81	9	136	15
1 year:	29	2	25	4	54	6
2 years	11		6	1	17	1
3 years	3	1			3	1
• Mean age-grade lag (in years)	0.6	0.6	0.3	0.4	0.5	0.5
• Withdrew during the year: % of group	7%	nil	3%	13%	5%	8%
• Mean days absent (excluding modified)	7.7	12.5	7.3	14.1	7.4	13.4

SOURCE: RECORDS OF DISTRICT 31, PERTH-ANDOVER, NEW BRUNSWICK, COURTESY OF RONALD GAUNCE, PRINCIPAL OF SOUTHERN VICTORIA HIGH SCHOOL.

Grades VIII-IX students attending Southern Victoria High School in 1989-90. While the enrolment at each level is nearly as great as that in Grade VII in Campbellton Junior High School, the proportion of Indian students, at approximately 10 per cent of the total, is considerably smaller. The usable numbers are reduced further by the fact that the marks of students enrolled in modified programs (i.e., 19 per cent of non-Indian and 33 per cent of Indian students) were excluded from the calculations because they threatened to distort the statistics. In light of the small numbers, the findings for Grades VIII and IX are being combined in the following discussion, although they are shown separately as well in the table.

Academic averages were not readily available from the District 31 school records, so final grades in Language Arts and Mathematics were noted and mean averages calculated for these two subjects. In Language Arts, in the two grades combined, the mean averages of non-Indian and Indian students respectively were 71.3 and 67.6; in Mathematics, 68.4 and 61.2; and in the two subjects together, 69.9 and 64.4. In Language Arts, the non-Indian students were only slightly more heavily represented at the lower end of the scale (below 60) than the Indians, but this was not true in Mathematics where 38 per cent of Indian student marks were below 60, as opposed to 25 per cent of non-Indian marks. Yet these statistics do not indicate major discrepancies in academic performance between Indian and non-Indian students. Differences of this size would be found in almost any school from grade to grade or year to year.

A somewhat different picture is seen, however, at the top end of the scale, where 30 per cent of non-Indian students (as opposed to 15 per cent of Indians) were earning marks above 80 in Language Arts — and 34 per cent of non-Indian students (as opposed to 15 per cent of Indians) were earning such marks in Mathematics. Among the 170 non-Indian students in regular programs in the two grades were sixteen standing above 90 in both subjects, while no Indian student was earning marks at this level.

Absenteeism is evidently less of a problem among students in general in District 31 than in District 38, but the ratios between the groups are of a similar order of magnitude. In Grade VIII, in 1989-90, Indian students at Southern Victoria High School missed 62 per cent more time, on average, than non-Indians, and in Grade IX, a staggering 93 per cent more. This in

TABLE 5

CANADIAN TESTS OF BASIC SKILLS

New Brunswick School District 38

25 January 1990

Mean scores in the following table are expressed in grade equivalents — GEs.

GRADE/GROUP (No.)	Vocabulary	Reading	Language	Work-Study	Math	Composite
III-Non-Indian (70)	27	28	27	28	31	29
Indian (15)	26	28	28	27	29	28
IV-Non-Indian (46)						36
Indian (16)						36
V-Non-Indian (51)						51
Indian (9)						46
VI-Non-Indian (62)	57	58	64	57	58	59
Indian (15)	45	48	45	47	52	48
VII-Non-Indian (82)						71
Indian (17)						63

SOURCE: DISTRICT 38 RECORDS, CAMPBELLTON, NEW BRUNSWICK (FROM NELSON CANADA LIMITED), COURTESY OF J. DONALD THOMPSON, SUPERINTENDENT OF SCHOOLS.

TABLE 6

CANADIAN TESTS OF BASIC SKILLS

New Brunswick School District 31

1989-90

Mean scores in the following table are expressed in National Percentile Ranks — NPRs

GRADE/GROUP (No.)	Vocabulary	Reading	Language	Work-Study	Math	Composite
III-Non-Indian	35	46	55	47	49	51
Indian (15)	34	40	55	49	46	50
VI-Non-Indian	26	22	27	30	33	26
Indian (11)	29	28	30	34	34	29
IX-Non-Indian	29	29	33	29	32	30
Indian (7)	25	34	43	32	42	42

SOURCE: DISTRICT 31 RECORDS, PERTH-ANDOVER, NEW BRUNSWICK, COURTESY OF JAMES JACKSON, SUPERINTENDENT OF SCHOOLS.

itself may explain the discrepancies in academic performance between the two groups.

Table 4 shows an age-grade lag of 0.5 years for both Indian and non-Indian students in Grades VIII and IX. This is a normal amount of lag for the non-Indian school population of the province, but as illustrated in the discussion of the findings regarding the senior high school, it is very low for Indian students in the region at the present time. In combination with the available supportive data, it means that the Indian students of the Tobique Reserve have achieved age-grade parity with other students at the junior high level and are approaching parity beyond that.

D. The Canadian Tests of Basic Skills

The proposal for the Native Student Achievement Study called for a comparative analysis of C.T.B.S. scores for Indian and non-Indian students, and while it was subsequently agreed that no testing program would be carried out, test scores were obtained from Districts 38 and 31, as stated in Section II.

The use of C.T.B.S. or other standardized test scores invariably raises questions concerning test bias. Some people will see evidence of bias if any specific group scores low on a test. Others conceive of a biased test more strictly as one that does not predict future performance well for a given group of people. Two basic observations may help here. First, standardized tests such as the C.T.B.S. measure what Canadian educators consider to be the skills needed for success in Canadian society. Second, standardized test scores should never be taken too seriously — especially if those writing the tests belong to another culture, speak another language, or dislike writing standardized tests.

District 38

Table 5 displays mean C.T.B.S. scores for tests administered to Grades III-VII in District 38 on 25 January 1990. The results for Grades III and VI are shown for each major category or sub-division of the test battery. Since the variations from category to category tend to be slight for groups (as opposed to individuals) only the mean composite scores were calculated for the other grade levels.

TABLE 7

CANADIAN TESTS OF BASIC SKILLS

Mean composite GE scores from former studies

Study as listed in References	A	B	C	D	E
Hamilton & Owston (1982)a	III	37	34	31	28
	VI	67	64	62	58
Hamilton & Owston (1982)b	II	29			18
	III	39			26
	IV	49	41		35
	V	59			42
	VI	69			53
	VII	79	71		59
	VIII	89			67
Hamilton (1985)	III	35			24
	IV	45			33
	V	55			44
	VI	65			49
	VII	75			52
	VIII	85			63
Hamilton & Leavitt (1985)	III	38	36	32	27
	VI	68	63	62	52
	IX	98	91	77	
Hamilton (1987)	III	31			22
	V	51			40
	VIII	81			66

Key:

A = Grade
B = National norm in composite GEs (grade equivalents)
C = Non-Indian students (or all students) in local provincial school district
D = Indian students in local provincial schools
E = Indian students in local reserve school

To employ an illustration — a perfectly average Canadian student in Grade III near the end of January 1990 would have obtained a GE score of 35 in all categories of the test, i.e., he or she would have been achieving at the appropriate level for year 3 (the first digit of the score) and month 5 (the second digit in the score) of the school year. This example reveals at a glance that all of the C.T.B.S. scores for District 38 in January 1990 (for both Indian and non-Indian students) fell somewhat below national averages or norms. In fact, it is not uncommon for C.T.B.S. scores from some communities in New Brunswick to be as much as 6 points (or months) off.

If 6 were added to the mean composite scores shown for Grade III, they would become 35 and 34 respectively. Both of these scores may be considered normal. The Grade IV scores are slightly low, but not seriously off. The Grade V non-Indian score is good, and the Indian score again only slightly off. The first serious question arises in respect to Grade VI. The non-Indian scores look all right, but the Indian scores are away off — in fact, not much above the level of the Grade V mean composite score, and 15 GEs (or a year-and-a-half) below the Canadian average in all but Mathematics skills. There is undoubtedly a relationship between these standardized test scores and the low achievement assessments made of the Indian students' school work by the Grade VI teachers. The mean composite score for Indian students in Grade VII is not as low, but it is to be noted that 16 of the 33 students enrolled at that grade level stayed away for part or all of the testing session. It seems reasonable to assume that the absentees included a number of the weaker students and that the true C.T.B.S. level of the group may be lower than the statistic indicates. In any event, the Grade VIII scores are again more than 15 points (or a year-and-a-half) below par.

The absenteeism associated with the C. T. B. S. testing sessions implies a certain level of resistance to the tests by Indian students. In fact, a reluctance to write the tests has been exhibited by a minority of Indian students at different locations in the region in recent years, both through absenteeism and a lack of cooperation at the testing sessions. Student motives in this regard are not well understood, and it is not known to what extent test results may have been affected.

From Table 7, which shows C.T.B.S. scores from former Indian education studies done in the region, it can be seen that the highest mean composite GE

TABLE 8:08

SCHOOL CAREER DATA: REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 8

(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time	7	13	13	12	9	54	47%
one year late	7	6	5	7	5	30	26%
two years late	4	3	2	3	7	19	16%
three years late			2	1	2	5	4%
four years late		3	2		2	6	5%
five years late	1					1	2%
All entering Grade X	19	25	23	23	26	116	
Mean age-grade lag (in years)	1.1	1.0	0.8	0.7	1.5	1.0	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)	15	19	Total	34	%	77%
Grade XII (by 1989)	10	16	Total	26	%	59%
Graduating (by 1990)	8	12	Total	20	%	45%
Academic program graduates:	1	2				
Top 1/3 of class						
middle 1/3	1					
bottom 1/3		2				

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH INFORMATION ON GRADUATES AND DROPOUTS FROM RECORDS OF DISTRICT 8, NEWCASTLE, NEW BRUNSWICK, COURTESY OF CHARLES HUBBARD, PRINCIPAL.OF MIRAMICHI VALLEY HIGH SCHOOL, AND NORTH & SOUTH ESK REGIONAL HIGH SCHOOL.

score achieved by an Indian student group in a provincial school was 5 points below the national norm and that the lowest was 21 points (i.e., more than two years) below — for a group of Grade IX students that had been in a reserve school to the end of Grade VIII. The high/low values for reserve school groups were 9 and 23 points off respectively.

There has been a trend in both New Brunswick and Nova Scotia settings for C.T.B.S. scores to slip increasingly further away from the mean as Indian students progress through the grades. With previously studied groups, however, substantial slippage had usually occurred by Grade III. The fact that this is not the case in District 38 provokes a question: If the basic skill levels of the Indian and non-Indian students are essentially on par until Grade IV, why are the effort and achievement assessments of the former so low from the start?

District 31

Table 6 shows C.T.B.S. results for Grades III, VI, and IX in District 31 in 1989-90 in NPRs (i.e., national percentile ranks). In terms of their mean composite scores, the Grade III Indian students were on par with the non-Indians, and both groups were at the national norm (50th percentile). The Indian students in Grade VI stood marginally ahead of the non-Indians, and those in Grade IX were 12 percentile points ahead. At these grade levels, however, the scores of both groups were below national norms.

These District 31 scores may be the best C.T.B.S results yet to be obtained by Indian students in the region, but the numbers tested were small and the outcome cannot be assigned a lot of significance. It should also be noted that there were several Grade III and Grade VI students from Tobique attending the Mahsos School on the reserve in 1989-90 (Appendix F). This could signify that those attending District 31 schools were a select group that should score above average on standardized tests. It is shown in Table 7 (1982a: Hamilton and Owston) that C.T.B.S. scores for students at the reserve school at Tobique were previously somewhat lower than for those attending District 31 schools.

The success of Tobique students in the C.T.B.S. provokes a double question: If the Indian students at Southern Victoria High School are now at roughly the same level of skill development as the other students, why do so many of them require modified programs, and why are none of them represented in the top academic echelon of students?

TABLE 8:14

SCHOOL CAREER DATA: REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 14

(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time	1					1	17%
one year late			2	1		3	50%
two years late	1					1	17%
six years late	1					1	17%
All entering Grade X	3		2	1		6	
Mean age-grade lag (in years)	2.7		1.0	1.0		1.8	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)	2		Total	2	%	67%
Grade XII (by 1989)	2		Total	2	%	67%
Graduating (by 1990)	1		Total	1	%	33%
Academic program graduates	nil					

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH INFORMATION ON GRADUATES AND DROPOUTS FROM RECORDS OF DISTRICT 14, SACKVILLE, NEW BRUNSWICK, COURTESY OF W. BURROUGHS, GUIDANCE COUNSELLOR AT TANTRAMAR HIGH SCHOOL.

E. Senior high school findings

As indicated in Section II, the research undertaken in senior high school records differed markedly from that done with elementary and junior high records. While those studies were focused on the academic performance of students in designated grades in selected schools during a given school year (1989-90), the senior high study tracks all Indian students who were registered in Grades X-XII in New Brunswick schools between the fall of 1985 and the spring of 1990.

The tables numbered 8:08 through 8:42, as well as Table 8:NB, exhibit the principal findings of the senior high study — by individual school district and provincial composite. The tables are not all identical, but in general the top portions of them show the numbers of Indian students entering Grade X each fall from 1985 through 1989. Those entering "on time" are of the appropriate chronological age for a New Brunswick student who started school during his or her sixth year and has continued year by year without interruption to Grade X. The meaning of the phrases "one year late," "two years late," etc. follows from this. The classification of the data in this way facilitated the calculation of age-grade lag factors for the five entry years in each district as well as for the five year period in toto — and for the whole province, by means of combining all of the data in Table 8:NB.

The bottom portions of the tables relate to all Indian students who entered Grade X in New Brunswick high schools in September 1985 and September 1986. Through the Nominal Rolls of the Department of Indian Affairs which were described in Section II these students were traced individually to ascertain which of them reached Grade XI and Grade XII (by the fall of 1989). The schools which they attended were then asked to provide the information displayed in the tables on graduation, program paths followed, and academic standing achieved.

Age-grade lag

It is clear from the Indian education studies carried out in the region during the past decade that grade repetition at the elementary school level, and thus early age-grade lag, is a diminishing phenomenon. This observation is confirmed by Tables 1 and 2, which show a repetition rate of approximately four per cent for Indian students in Grades I-VI in District 38

TABLE 8:15

SCHOOL CAREER DATA:
REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 15

(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time					1	1	50%
one year late					1	1	50%
All entering Grade X					2	2	
Mean age-grade lag (in years)					0.5	0.5	

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA.

in 1989-90 (as opposed to a rate about half as great for non-Indian students). Table 3 shows a 12 per cent non-promotion rate for Indian students in Grade VII in District 38 (as opposed to a 5 per cent rate for other students), and while Table 4 indicates no acceleration in the rate beyond normal values at the junior high level in District 31, Table 8:NB reveals that the 576 Indian students who entered Grade X in New Brunswick between 1985 and 1989 were, on average, 1.1 years behind their appropriate grade level. Since these students encountered little delay at the elementary level, they were obviously held up in Grades VII, VIII, and IX.

Table 8a:NB presents data on all entrants to Grade X at a non-Indian high school in New Brunswick over a three-year period whose average age-grade lag of 0.4 years is thought to be typical for the rural school population of the province. This study was replicated in Nova Scotia (Table 8a:NS), where an average age-grade lag at the commencement of Grade X of 0.5 years was derived. A second replication in a lower socio-economic region in Prince Edward Island (Table 8a:PEI) showed an average age-grade lag of 0.9 years upon entry to Grade X — only about 2 months less than the average for New Brunswick Indian students. At the same time, it should be noted that the average age-grade lag of Prince Edward Island Indian students at the beginning of Grade X is 1.5 years (Table 8:PEI), and that of Nova Scotia Indian students, 1.4 years (Table 8:NS). While it might be thought desirable for the age-grade lag of New Brunswick Indian students to be reduced, these students are moving considerably more quickly to the senior high school level than their counterparts in the other Maritime provinces, and almost as quickly as the students in some of the non-Indian communities in the region.

There is an inverse relationship to be observed between age-grade lag and dropout. If students quit school instead of putting in the extra time needed to complete their programs, they will obviously be helping to reduce the age-grade lag ratio. If they stay in school, they will do harm to that ratio but help improve the dropout statistics. In a typical provincial school, age-grade ratios will not increase markedly, if at all, between Grade X and Grade XII, precisely because most students will be impatient either to move expeditiously through the grades or leave school at the first opportunity in order to do something else. This is illustrated in Table 10 in which the average age-grade lag of all Grade XII students at Belleisle Regional High

TABLE 8:25

SCHOOL CAREER DATA: REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 25

(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time	1				1	2	13%
one year late	1	1	2	4	2	10	67%
two years late			2		1	3	20%
All entering Grade X	2	1	4	4	4	15	
Mean age-grade lag (in years)	0.5	1.0	1.5	1.0	1.0	1.1	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)	2		Total	2	%	67%
Grade XII (by 1989)	2		Total	2	%	67%
Graduating (by 1990)	1		Total	1	%	33%
Academic program graduates	nil					

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH INFORMATION ON GRADUATES AND DROPOUTS FROM RECORDS OF DISTRICT 25, OROMOCTO, NEW BRUNSWICK, COURTESY OF C. STEVENS, SENIOR SECRETARY AT OROMOCTO HIGH SCHOOL.

School over a three-year period is shown at 0.3 years. This is the same school in which students were 0.4 years behind on average when they entered Grade X (Table 8a:NB). The average age-grade lag calculated for Grade XII is more than a month less than that calculated for Grade X. By contrast, Table 9 shows the average age-grade lag of New Brunswick Indian students in Grade XII at 1.5 years, or almost 5 months more than that calculated for students entering Grade X. The reason is that more and more Indian students are remaining in school for as long as it takes them to finish, or in any event to exhaust their options. As Table 9 shows, the Indian student enrolment in Grade XII breaks down into four groups of almost equal size, i.e.,those who are 17/18, those who are 18/19, those who are 19/20, and those who are between 20 and 25 years of age.

Dropout

The general picture which emerges from the research which underlies this study is that Indian student dropout at the elementary level is no longer a serious problem in New Brunswick schools, and that while there is a low level of dropout at the junior high level, the much greater problem in Grades VII, VIII, and IX is that of academic failure and grade repetition. For this reason, in the present study, a comprehensive analysis of the dropout phenomenon was confined to the senior high school level.

In Canada as a whole, 55.8 per cent of the general population has at least a high school education, while the corresponding statistic for the registered Indian population, at 27.5 per cent, is roughly half of that. The statistics for New Brunswick and Prince Edward Island combined are 48.4 per cent and 35.2 per cent respectively (per Appendix D), illustrating the considerably smaller disparity between non-Indian and Indian high school completion rates found in the south of the country. Since the above statistics refer to the educational attainments of persons of all ages (as of 1986), it might be supposed that contemporary levels would be somewhat higher, yet it is widely contended that the school completion rate for non-Indian students in Canada as a whole is roughly one in two, while that for Indian students is approximately one in four (Armstrong, Kennedy, & Oberle: 1990, p.vii). At the same time, it is freely admitted by researchers that all dropout studies to date have been insufficiently scientific to provide more than rough estimates of rates and trends.

TABLE 8:26

SCHOOL CAREER DATA: REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 26
(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time		3	6	3	3	15	18%
one year late	7	3	8	8	12	38	45%
two years late	4	7	7	4	4	26	31%
three years late	1			1	3	5	6%
ten years late				1		1	1%
All entering Grade X	12	13	22	16	22	85	
Mean age-grade lag (in years)	1.5	1.3	1.5	1.2	1.3	1.2	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)	7	13	Total	20	%	80%
Grade XII (by 1989)	1	9	Total	10	%	48%
Graduating (by 1990)	2	6	Total	8	%	32%

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH INFORMATION OBTAINED FROM THE PUBLISHED GRADUATION LISTS OF FREDERICTON HIGH SCHOOL.

Another way that the existing data have been expressed is in terms of percentages of those enrolled in Grade IX who subsequently meet graduation requirements. Thus it is stated that two Canadian students in three who enter Grade IX may expect to graduate from high school[7], while four in five New Brunswick students may expect to do so (The dropout problem in New Brunswick: 1991). For the non-Indian New Brunswick high school population reported upon in Table 8a:NB, 88 per cent of those reaching Grade X later graduated, while the corresponding statistics from the replication studies carried out in Nova Scotia (Table 8a:NS) and Prince Edward Island (Table 8a:PEI) were 81 per cent and 68 per cent respectively.

While there seems to be little doubt that at least four out of five non-Indian students in New Brunswick who reach Grade X (i.e., essentially four out of five of all students) are currently going on to graduate, the corresponding Indian student rate is still only about one in two[8] . Table 8:NB shows that of the 202 Indian students to enter Grade X in New Brunswick in 1985 and 1986, 155 (77 per cent) reached Grade XI; 116 (57 per cent) reached Grade XII; and 90 (45 per cent) graduated. Because of imperfections in the data obtained from the Nominal Rolls (as previously explained), these statistics must also be regarded as approximations — on the low side by as much as a few percentage points, perhaps, since a few of the students concerned were still in school as of 1990 (and might graduate in the future), while a few of those who dropped out could have entered schools outside the Atlantic region — and have thus escaped the count.

Unlike their non-Indian counterparts, many Indian students drop out of school in Grade XII, only after their options in terms of program changes and course or grade repetition have been exhausted. Table 8:NB shows that only 90 out of the 116 (or 78 per cent) of Grade X entrants to reach Grade XII graduated. Table 11 shows that of 346 students to enter Grade XII in the four-year period from 1986 and 1989 inclusive, only 249, or 72 per cent, had graduated by 1990. Those still in school would undoubtedly swell that statistic towards 80 per cent, but the data from the two tables support the generalization

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[7] MacKay and Myles (1989) reported the possibility of a graduation rate, of between 33 and 55 per cent of Grade IX enrolment for Indian students in Ontario provincial high schools — with major differences between the north and south of the province (p.15).

[8] Table 8:PEI shows the rate for Indian students from Prince Edward Island (admittedly based on small numbers) at 28 per cent, or little more than one in four.

TABLE 8:29

SCHOOL CAREER DATA: REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 29

(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time	1	1	2	2	1	6	37%
one year late	1	4	3	2	1	10	58%
two years late		1				1	5%
All entering Grade X	2	6	5	4	2	17	
Mean age-grade lag (in years)	0.5	1.0	0.6	0.5	0.5	0.7	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)	2	5	Total	7	%	88%
Grade XII (by 1989)	2	4	Total	6	%	75%
Graduating (by 1990)	2	3	Total	5	%	63%
Academic program graduates	2	2				
top third of class	nil	nil				
middle third	1	1				
bottom third	1	1				

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH INFORMATION ON GRADUATES AND DROPOUTS FROM RECORDS OF DISTRICT 29, WOODSTOCK, NEW BRUNSWICK, COURTESY OF HOWARD KIRKPATRICK, PRINCIPAL OF WOODSTOCK HIGH SCHOOL, AND MURRAY MCEWEN, ASSISTANT SUPERINTENDENT OF SCHOOLS.

that fewer than four New Brunswick Indian students in five who reach Grade XII currently complete graduation requirements.

As noted in Section II, some 41 Indian dropouts from New Brunswick schools were interviewed for the present study. A profile of this group and a discussion of the dropout problem in general may be found in subsection H below.

Academic achievement

In general, the records of Indian students at the senior high school level in New Brunswick show them to be disproportionately enrolled in practical (as opposed to academic) programs and to be performing at a relatively low standard of scholarship. Tables 8:08 through 8:NB display certain of the data by school district and for the province as a whole. Of the 90 graduates accounted for in Table 8:NB, 35 (39 per cent) graduated in academic programs, and the remainder in general, vocational, work study, or other programs involving largely level 3 courses, as opposed to the level 2 courses required in the academic or college prep. program. Table 11 provides parallel data for a different group of which 72 of 227 (32 per cent) graduated in an academic program. Tables 8a:NB, 8a:NS, and 8a:PEI show 60 per cent, 47 per cent, and 48 per cent of non-Indian graduates in academic programs in rural high schools in the three provinces.

In respect to the performance of Indian students in the academic stream, Table 8:NB shows that only two graduates out of 35 (6 per cent) stood in the top third of their classes (where one-third of non-Indian students stood, by definition), while 15 (43 per cent) stood in the bottom third. Table 11 reveals a slightly more favorable distribution with 10 out of 72 (14 per cent) in the top third and 27 (38 per cent) in the bottom third.

Two case studies corroborate the general findings.

CASE STUDY # 1: This entailed a detailed examination of the academic records of the Micmac graduates of a senior high school in northern New Brunswick. The school concerned has one of the largest enrolments of Indian students in the province, and during the past five years (1986 through 1990), has granted high school leaving or graduation diplomas to 60 of these students.

TABLE 8:31

SCHOOL CAREER DATA:
REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 31
(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time	7	2	5	6	6	26	54%
one year late		5	3	4	2	14	29%
two years late		2	1	3	1	7	15%
three years late			1			1	2%
All entering Grade X	7	9	10	13	9	48	
Mean age-grade lag (in years)	nil	1.0	0.8	0.8	0.4	0.6	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)	7	6	Total	13	%	81%
Grade XII (by 1989)	5	4	Total	9	%	56%
Graduating (by 1990)	3	4	Total	7	%	44%
Academic program graduates	2	2				
top third of class	nil	nil				
middle third	2	2				
bottom third	nil	nil				

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH INFORMATION ON GRADUATES AND DROPOUTS FROM DISTRICT 31 RECORDS, PERTH-ANDOVER, NEW BRUNSWICK, COURTESY OF RONALD GAUNCE, PRINCIPAL OF SOUTHERN VICTORIA HIGH SCHOOL.

Of the 60, five were issued high school leaving diplomas, indicating that their studies were not at a usual high school level; another eight graduated from the practical or work study programs (i.e., on the basis of level 4 courses in most cases); 42 graduated from general programs (including general, business, and industrial course combinations, with level 3 courses except as noted in the next paragraph); and five graduated in the college prep. program with level 2 courses.

The records of the general graduates show approximately 28 Grade XII courses with conventional academic designations and numbers. Two of the marks assigned in these course were in the 70s; eleven were between 60 and 69; and the rest were between 50 and 59. The records of the five college prep. graduates show the following Grade XII academic courses and marks:

- Biology 62, Economics 72, English 65, History 73, Physics 53
- English 61, French 76, Geography 58
- Chemistry 65, Economics 70, English 72, Geography 62, Physics 62
- Biology 77, Chemistry 78, English 83, Physics 79, Mathematics 91
- Biology 60, Chemistry 68, English 66, Mathematics 57, Physics 52

These 23 courses, in combination with the 28 credited to general graduates, constitute the total record of conventional academic studies at the Grade XII level by these 60 students over a 5-year period

At this school, graduates are classified as 1st division honors, 2nd division honors, or pass graduates. Of the 55 Indian graduates, 53 ranked in the pass category and two among the 2nd division honors graduates — one of these being from the work study program and the other from the college prep. program

CASE STUDY # 2: This involved an examination of the records of all Maliseet students of a southern urban high school who were at any time members of the graduating classes (or prospective graduating classes) of 1987 through 1991.

During the period of time in question, there were 22 Indian students enrolled at the school, but there was a great deal of coming and going, so that only nine of the 22 were enrolled during three or more years. Another seven were enrolled during two years, and another six during only one year. Four

TABLE 8:33

SCHOOL CAREER DATA: REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 33

(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time	1	2	2			5	50%
one year late					1	1	10%
two years late	1	1				2	20%
three years late					2	2	20%
All entering Grade X	2	3	2		3	10	
Mean age-grade lag (in years)	1.0	0.7	nil		2.3	1.1	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)	2	3	Total	5	%	all
Grade XII (by 1989)	2	2	Total	4	%	80%
Graduating (by 1990)	2	2	Total	4	%	80%
Academic program graduates	2	2				
top third of class	nil	nil				
middle third	2	2				
bottom third	nil	nil				

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH INFORMATION ON GRADUATES AND DROPOUTS FROM RECORDS OF DISTRICT 33, EDMUNDSTON, NEW BRUNSWICK, COURTESY OF CITÉ-DES-JEUNES A.-M.-SORMANY.

Indian students graduated from the school between 1987 and 1990 — two in work-study programs (levels 4 and 5), one in an industrial and the other in a general level 3 program. There are five students in Grade XII in 1990-91 — two in level 4 programs, one in an industrial program, and two in general programs which include a number of level 2 courses.

The following is an itemization of the programs followed by all 22 students:

None designated/no credits	4
Level 5	1
Level 4	5
Level 3 (general, industrial, etc.)	11
Level 2 (academic)	1

The standing of the level 4 and 5 students was not examined. Of those in level 3 programs, one stood in the 70s, two in the 60s, and the rest in the 50s during the last year of their enrolment. The single level 2 student was standing in the 60s when he or she left after only one year in the school.

F. Student interview findings

As noted in Section II, 82 interviews were held with students currently in school — 62 of these with senior high students (referred to in the subsections which follow as older students), and 20 with elementary and junior high students (referred to as younger students). The findings from these interviews are being presented in the text as "profiles," consisting of brief narrative summaries of the responses recorded in each of the main subject matter categories of the questionnaire. The questionnaire itself appears as Appendix B1 and the tabulated responses to the objective items as Appendix B2. In the latter the responses are broken down by grade levels and school district.

Home background profile

The following generalizations are based on the responses to the 13 items in the student questionnaire which relate to home and family background.

Two-thirds of the respondents (and 85 per cent of the younger students) are living with both of their parents. A few live with other relatives, but the

TABLE 8:36

SCHOOL CAREER DATA
REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 36
(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time	2	1		1	1	5	24%
one year late				2	1	3	14%
two years late	4	1	4	1	1	11	52%
three years late		1			1	2	10%
All entering Grade X	6	3	4	4	4	21	
Mean age-grade lag (in years)	1.3	1.7	2.0	1.0	1.5	1.5	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)	5	3	Total	8	%	89%
Grade XII (by 1989)	5	3	Total	8	%	89%
Graduating (by 1990)	3	2	Total	5	%	56%
Academic program graduates	2	nil				
top third of class	nil	nil				
middle third	2	nil				
bottom third	nil	nil				

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH INFORMATION ON GRADUATES AND DROPOUTS FROM RECORDS OF DISTRICT 36, DALHOUSIE, NEW BRUNSWICK, COURTESY OF DALHOUSIE REGIONAL HIGH SCHOOL.

principal exception to the two-parent households is older students who are living on their own.

More than half of the students live in houses which are occupied by five or six persons, but many homes have four or fewer occupants. More than 80 per cent of the students have a room of their own at home — including about two-thirds of the younger students. Most students do their homework in their room by themselves, but quite a few state a preference for working in the kitchen or living room with other people around. Most of them do not receive help regularly with their homework, but about half of the younger and one in ten of the older students state that their mothers or fathers sometimes help. Only seven students state that they spend more than two hours a day on homework. Most claim to spend between one and two hours on it and the rest admit to giving it little time. About one in four students claims to watch television for several hours daily; one in three between one and two hours daily; and the rest only occasionally or not at all.

Most students get up before 7:00 AM on school days, but bedtimes for both the younger and older students would appear to range from before 9:00 PM (for fewer than 10 per cent) until after midnight (for nearly 15 per cent).

About one in four knows nothing about the educational background of one or both parents, but 13 per cent claim a father and 22 per cent a mother who has graduated from university. Similar numbers claim that their respective parents either graduated from high school or have acquired some university education.

Approximately half state that nobody read to them before they started school, and when given an opportunity to do so, only about a third cited the titles of specific books, stories or verses read. A few mentioned that stories or tales were told to them orally.

The information gleaned from this section of the questionnaire may prove informative to readers who are unacquainted with housing and home conditions on the Micmac and Maliseet reserves, and who may not realize to what extent the trappings and routines of Canadian life have made inroads into the Indian communities. At the same time, it will be appreciated that the more important questions about family life cannot be directly asked of students — for example, questions concerning parental love, the cultural and intellectual quality of the home, or problems such as unemployment, alcohol

TABLE 8:38

SCHOOL CAREER DATA:
REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 38
(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time	6	6	8	9	9	38	33%
one year late	11	5	7	10	8	41	36%
two years late	2	2	6	5	7	22	19%
three years late	2		3	2	3	13	9%
four years late	2					2	2%
five years late					1	1	1%
All entering Grade X	23	13	24	26	28	114	
Mean age-grade lag (in years)	1.3	0.7	1.2	1.0	1.3	1.1	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)	23	10	Total	33	%	92%
Grade XII (by 1989)	14	10	Total	24	%	67%
Graduating (by 1990)	13	8	Total	21	%	58%
Academic program graduates	6	5				
top third of class	nil	2				
middle third	nil	2				
bottom third	6	nil				

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH THE PURCHASED RESEARCH FINDINGS OF MARY MACDONALD IN THE RECORDS OF SUGARLOAF SENIOR HIGH SCHOOL, DISTRICT 38, CAMPBELLTON, NEW BRUNSWICK.

and drug abuse, or violence. A few comments were volunteered about home life, however, in response to the open-ended item at the end of the questionnaire. "Parents are usually too liberal in consuming substances," observed one student, "and [are not] very good role models." "The main reason students don't stay in school," stated another, "is the atmosphere at home. They are not given enough love. [Some] children have to live with alcoholics and threats of physical abuse." One student proposed that training courses be made available to parents which would teach them how to shoulder their share of responsibility for the education of children.

Social attitude profile

The following generalizations are based on the responses to the 11 items in the student questionnaire which relate to student attitudes towards school.

Most students claim that they enjoy attending school most of the time, and 30 per cent of the younger and 15 per cent of the older students admit that they love it. At the other extreme are 15 per cent that disavow any interest in school, or dislike it, or hate it.

The main attraction of school for those interviewed is the socialization which it provides, especially at the senior high level, but classroom studies are cited as the principal interest by about one in four, extra-curricular activities by about one in six, and associating with the teachers by about one in ten. Approximately one in six feels decidedly negative about some feature of school life.

The most popular (or least unpopular) school subjects are those which are activity-oriented, such as physical education or shop — and mathematics, as opposed to the other sedentary subjects. Only about 10 per cent of younger and 20 per cent of older students designate English or language arts as a favorite subject.

Most younger students state that they are doing their best in school and obtaining either good or average results, but fewer than half of the older students claim to be performing as well as they should be. Most of those who do feel that they are doing well say that they are motivated by a desire to succeed rather than by academic interest. About two-thirds cite limited intellectual ability as a barrier. The rest blame other people for their shortcomings.

TABLE 8:40

SCHOOL CAREER DATA: REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 40

(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time	10	7	11	9	7	44	33%
one year late	7	5	15	2	12	41	31%
two years late	10	4	8	7	10	39	29%
three years late	5	1	1		1	8	6%
four years late	1					1	1%
five years late		1				1	1%
All entering Grade X	33	18	35	18	30	134	
Mean age-grade lag (in years)	1.4	1.2	1.0	0.9	1.2	1.1	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)	17	12	Total	29	%	57%
Grade XII (by 1989)	12	10	Total	22	%	43%
Graduating (by 1990)	9	9	Total	18	%	35%
Academic program graduates	3	4				
top third of class	nil	nil				
middle third	1	2				
bottom third	2	2				

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH THE PURCHASED RESEARCH FINDINGS OF JUDY RODGERS IN THE RECORDS OF BONAR LAW MEMORIAL SCHOOL, DISTRICT 40, REXTON, NEW BRUNSWICK.

Roughly two-thirds of the students find their teachers to be helpful and understanding. Most of the others regard them as distant or indifferent. "Teachers have to change," observed one of these students. "They should encourage and compliment native students. The relationship should be closer and not based solely on work." About 10 per cent of older students complain that their teachers are negative or critical. Several suggested that teachers need "sensitivity" or "native awareness" training.

Nearly half of the students find the native education workers, teacher aides and counsellors in the school system to be more helpful or understanding than teachers, but the rest (a majority) declare them to be of only some or little help. Students from one or two schools are sharply critical of what they regard as incompetence in the ranks of native counsellors.

Eighty-five per cent of students approve of existing school discipline policies and practices, or at least deem them to be essential. The rest (all older students) consider the rules and regulations to be either unnecessary or unacceptable. Eighty per cent of students state that they have seldom or never experienced discipline problems in school, but most of the others, including younger students, have had confrontations with school authorities which have resulted in either corporal punishment or suspension.

Self-perception profile

The following generalizations are based on the responses to the seven items in the student questionnaire which relate to self-perception and perceived place of self in society.

Both younger and older students divide 50/50 on whether they feel happy most of the time or just some of the time. Only about 5 per cent describe themselves as basically unhappy or sad, however. About a third state that they would be happier if people showed greater understanding. Significant numbers would also be happier if they had more friends or if fewer demands were placed on them. About one in six offered a unique suggestion for increasing his or her happiness, such as "more money," "more free time," or the like. One in four of the younger students feels that more love at home would increase his or her happiness, but fewer than one in ten of the older students selected this response.

More than a third of students feel that they are very well liked by almost everyone — Indian and non-Indian — while more than half feel that

TABLE 8:42

SCHOOL CAREER DATA
REGISTERED INDIAN ENTRANTS TO GRADE X

New Brunswick School District 42
(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
Entering Grade X on time		1			1	2	33%
one year late			2	1		3	50%
two years late		1				1	17%
All entering Grade X		2	2	1	1	6	
Mean age-grade lag (in years)		1.0	1.0	1.0	nil	0.8	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)		2	Total	2	%	all
Grade XII		1	Total	1	%	50%
Graduating (by 1990)		1	Total	1	%	50%
Academic program graduates	nil					

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH INFORMATION ON GRADUATES AND DROPOUTS FROM RECORDS OF DISTRICT 42, BATHURST, NEW BRUNSWICK, COURTESY OF BATHURST HIGH SCHOOL.

they are as well liked as the next person. Only 5 per cent state that they are disliked.

Most of the students lay claim to average intellectual ability, but one in four of the younger and one in eight of the older students claims to be very intelligent, while one in six of the former and one in 20 of the latter claims to be below average in ability. Given their responses to other items in the questionnaire, it is clear that more than a few of these students believe that a person of average intelligence may still lack the ability needed to succeed in school.

Two-thirds of the students state that they wish to complete both high school and university, and another 20 per cent would like to continue in school as long as possible. Only five students say that they wish to leave school as soon as they are permitted to do so, and only six say they are aiming only for high school graduation. About a third declare an interest in professions such as medicine, law, and engineering; about one in five in service professions such as teaching, nursing, or social work; and another one in five in trade or technical fields. The rest express interest in becoming paratroopers, police officers, hockey players, and so on.

Half of the younger students would like to remain on the reserve as adults, but this is the preference of fewer that a third of the older students. Two-thirds of them, in fact, and nearly half of the younger students, state that they would like to make their homes in towns and cities elsewhere in the country.

Almost all students see Indian young people as being on par intellectually with everyone else. Fewer than one in ten views them as being either more or less intelligent.

Nearly a third of students feel that Indian young people are seldom or never treated unfairly on racial grounds, but two-thirds disagree. Only one student in 15, however, alleges that Indian young people are seriously discriminated against at present.

More than a third of students regard drug abuse as the biggest problem of Indian young people today, and another third see it as a serious problem if not the biggest one. Most of the remaining 20 per cent view it as a minor problem. From the responses to the open-ended item on the questionnaire, it is evident that drug abuse by students has reached crisis proportions in at least

TABLE 8:NB

SCHOOL CAREER DATA: REGISTERED INDIAN ENTRANTS TO GRADE X ALL NEW BRUNSWICK SCHOOLS

(1985-86 — 1989-90)

COMPOSITE	85	86	87	88	89	Total	%
Entering Grade X on time	36	36	47	42	38	199	35%
one year late	34	29	47	41	44	195	34%
two years late	26	22	30	23	31	132	23%
three years late	8	2	7	4	12	33	6%
four years late	3	3	1		2	9	2%
five years late	1	1	2		2	6	1%
six years late	1					1	0%
ten years late				1		1	0%
All entering Grade X	109	93	134	111	129	576	
Mean age-grade lag (in years)	1.2	1.0	1.1	1.0	1.2	1.1	

Re. 1985, 1986 entrants:	85	86				
Reaching Grade XI (by 1989)	82	73	Total	155	%	77%
Grade XII (by 1989)	57	59	Total	116	%	57%
Graduating (by 1990)	44	46	Total	90	%	45%

Re. programs of 1985, 1986 entrants	85	86
Total # of graduates[9]	42	40
Academic program graduates	18	17
top third of class	nil	2
middle third	9	9
bottom third	9	6

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[9] The totals shown include the graduates from among all Indian students who entered Grade X in New Brunswick in 1985 and 1986 except students of District 26 (which did not participate in the study).

one rural school district. Students recommend a drug and alcohol prevention program and the formation of a student self-help group.

Social opinions profile

Forty per cent of students see the problems which are experienced by Indian young people as self-caused. Another 25 per cent see them as originating in the home, while 30 per cent would place the blame for them on society in general. Only 5 per cent perceive of these problems as stemming from the school.

G. Graduate interview findings

As noted in Section II, 50 interviews were held with individuals who graduated from high school between 1984 and 1990. The findings from these interviews are presented in the following paragraphs in narrative summary. The questionnaire for graduates appears as Appendix B3 and the tabulated responses to it as Appendix B4. In the latter the responses are broken down by school district.

The 50 graduates came from homes in which 10 per cent of fathers and nearly 20 per cent of mothers were university graduates, while another 6 per cent of fathers and 12 per cent of mothers had high school educations or some university study completed. The educational backgrounds of almost 40 per cent of fathers and almost 30 per cent of mothers, however, was unknown to the respondents.

During their pre-school years, roughly half of the graduates were not read to by their parents. The rest state that their parents did sometimes read to them, but only 20 per cent cited titles of books, stories, or poems read when offered an opportunity to do so. These findings correspond closely to those for student respondents to the same question.

The graduates had an average age-grade lag of 0.5 years upon entry to Grade X (as opposed to 1.1 years for all Indian students) and an average age-grade lag of 1.0 years in Grade XII (as opposed to 1.5 years). Their responses to item 7 on academic standing at graduation indicate that they had a mean average of about 65 per cent in Grade XII, as opposed to a mean average in the 50s for Indian students as a whole. Also, approximately 35 per cent of them graduated in an academic or college preparatory program. These facts show the graduate group to be atypical of Indian high school students, and the find-

TABLE 8:NS

SCHOOL CAREER DATA: REGISTERED INDIAN ENTRANTS TO GRADE X ALL NOVA SCOTIA SCHOOLS

(1985-86 — 1986-87)

	85	86	Total	%
Entering Grade X on time	34	24	58	33%
one year late	20	22	42	24%
two years late	17	22	39	22%
three years late	10	13	23	13%
four years late	5	9	14	8%
five years late	1	1	2	1%
All entering Grade X	87	91	178	
Mean age-grade lag (yrs.)	1.3	1.7	1.4	
Reaching Grade XI (by 1989)	60	54	114	64%

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA.

ings reported in the following paragraphs should be read in this light.

More than half of the graduates attribute their success in school to their own efforts, while one in three acknowledges a debt to his or her family. The most frequent response to item 3 concerning obstacles overcome in order to remain in school was "none," although one in eight admitted to having to struggle against lack of interest in the school program.

Roughly half of the graduates chose their senior high school program stream themselves, while one in four was influenced by family members and one in four by teachers or counsellors. Occupational considerations accounted for about half of the program choices. Most of the other selections were based on level of difficulty and subject matter preferences. Half of the graduates feel that they made the right program choice, and another 20 per cent feel that the choice was at least as good as any other would have been. Twenty per cent are not sure if the best selection was made, and 10 per cent now believe their choice was wrong. Two-thirds believe that they were working below capacity while in high school. The others consider that they did their best.

Almost two-thirds of the graduates feel that they were understood and accepted by just about everyone while they were in school, and only one states that he or she felt accepted only by other Indian students. Most of them have fond memories of school as evidenced by the fact that if a class reunion were to be held, 60 per cent would be eager to attend, and most of the other would consider attending. The open-ended items on the questionnaire provided an opportunity for graduates to offer opinion and advice as follows:

- WHAT SHOULD ALL STUDENTS LEARN TO DO FOR THEMSELVES? How to be self-reliant and self-disciplined — how to study (and especially how to listen and write) — how to handle money — how to intermingle with all types of people.
- WHAT SUPPORT SHOULD STUDENTS EXPECT FROM THEIR FAMILIES? Moral support and encouragement — active parental interest in school studies, and direct involvement in the school through parent-teacher meetings, etc.
- WHAT SUPPORT SHOULD STUDENTS EXPECT FROM THEIR BAND? The necessary financial support — qualified education counsellors — an educational centre (where possible) equipped with typewriters and computers and staffed by monitors and tutors— part-time work opportunities

TABLE 8:PEI

SCHOOL CAREER DATA: REGISTERED INDIAN ENTRANTS TO GRADE X ALL PRINCE EDWARD ISLAND SCHOOLS

(1985-86 — 1986-87)

	85	86	Total	%
Entering Grade X on time	1	3	4	21%
one year late	5	3	8	42%
two years late	2	1	3	16%
three years late	2	1	3	16%
five years late	1		1	5%
All entering Grade X	11	8	19	
Mean age-grade lag (yrs.)	1.8	1.0	1.5	
Reaching Grade XI (by 1989)	10	6	16	89%
Graduating (by 1989)	2	3	5	28%
Academic program grads.	2	3	5	28%

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA.

•WHAT IS THE MINIMUM THAT STUDENTS SHOULD EXPECT FROM TEACHERS?
Academic and professional competence — personal interest in all students — fairness — accessibility — respect for native people.

H. Dropout interview findings

As noted in Section II, 41 interviews were held with individuals who dropped out of Grades VII through XII between 1984 and 1990. The findings from these interviews are presented in the following paragraphs in narrative summary. The questionnaire for dropouts appears as Appendix B5 and the responses to its objective content as Appendix B6. In the latter, the responses are broken down by school district.

The 41 dropouts came from homes in which 10 per cent of fathers and nearly 5 per cent of mothers were university graduates, while another 13 per cent of both fathers and mothers had high school educations or some university study completed. The educational backgrounds of more than 50 per cent of fathers and 40 per cent of mothers, however, were unknown to the respondents. Comparison of this profile with the two preceding ones shows that the education level of the parents of dropouts is somewhat below that of graduates and significantly below that of students still in school.

During their pre-school years, about half of the dropouts were not read to by their parents. The rest state that their parents sometimes read to them, but only one in four cited titles of books, stories, or poems read when offered an opportunity to do so. These findings are almost identical to those for graduate respondents to the same question and similar to those for students as well.

Most dropouts see themselves as average in intellectual ability. More than 10 per cent feel they have superior ability, while nearly 20 per cent feel a deficiency. Their statements about their interest and motivation levels break down in almost the same way. About half of them believe that they were understood and liked by almost everyone (Indian and non-Indian) while in school, and only 13 per cent state that they could relate only to other Indians. As a group, they project almost as positive a perception of themselves as the students and graduates.

About a quarter of the dropouts made their own program selections at school; about a quarter were guided by teachers and counsellors and the

TABLE 8a:NB

SCHOOL CAREER DATA: NON-INDIAN ENTRANTS TO GRADE X

Belleisle Regional High School
New Brunswick School District 19
(1984-85 — 1986-87)

	84	85	86	Total	%
Entering Grade X on time	38	35	38	111	69%
one year late	9	11	14	34	21%
two years late	3	6	5	14	9%
three years late			1	1	1%
four years late			1	1	1%
All entering Grade X	50	52	59	161	
Mean age-grade lag (yrs.)	0.3	0.4	0.5	0.4	
Reaching Grade XI	46	49	53	148	92%
Graduating (by 1989)	44	47	51	142	88%
Academic program grads.	28	31	38	97	60%

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM THE PURCHASED RESEARCH FINDINGS OF DAVID NICE IN THE RECORDS OF BELLEISLE REGIONAL HIGH SCHOOL, DISTRICT 19.

others by parents and friends. Their principal concern about the programs was their level of difficulty. This contrasts to some extent with the concern which the graduates expressed over the occupational value of the programs. Nearly a third of the dropouts feel that they made the best program choice, and another third think it was probably as good as any other would have been. As with the graduates, only 10 per cent are convinced that they made a wrong choice.

It seems evident from the responses to item 9 concerning academic standing that the dropouts' recollections of their school records err in an upward direction. Only about 15 per cent recall performances in the failing range. Still, more than half of them assert that they were not working up to par in school.

"The causes and consequences of dropping out has been a major concern of education research for many decades" (MacKay & Myles, 1989: p. 155), and a profile of the dropout is widely accepted in which family background, personal characteristics, academic performance, and related school experiences play their part. In terms of family background, unemployed or poorly paid parents are a negative. So are poorly educated parents and parents who do not become involved with the child's school or school work. Large families are a negative, and single-parent families, and homes that have no educational resources or materials in them. When the language of the school is not well-spoken in the home, that is a negative, as is close cultural identification with a minority group. The dropout rate for Indian students, for instance, is "substantially higher than that exhibited by the general population or, indeed, higher than that of any other ethnic group in North America" (MacKay & Myles, p.161).

As factors influencing dropout, family background traits are followed by negative personal characteristics such as grade retardation, low intelligence, poor language ability, low self-esteem, and an absence of educational goals. Then come academic performance characteristics such as school failure, lack of interest in the curriculum, poor attendance, inattention to homework, problems with discipline — and other school experiences such as poor relations with teachers and other students, or transportation problems.

MacKay & Myles (p. 24) state that the reason for Indian student dropout cited most often in the course of their Ontario study was absenteeism. All

TABLE 8a:NS

SCHOOL CAREER DATA: NON-INDIAN ENTRANTS TO GRADE X

Oxford Regional High School
Oxford, Nova Scotia
(1984-85 — 1986-87)

	84	85	86	Total	%
Entering Grade X on time	34	23	34	91	72%
one year late	2	17	4	23	18%
two years late		3	4	7	6%
three years late	1		3	4	3%
four years late			1	1	1%
five years late			1	1	1%
All entering Grade X	37	43	47	127	
Mean age-grade lag (yrs.)	0.1	0.5	0.6	0.5	
Reaching Grade XI	37	40	44	121	95%
Graduating (by 1989)	33	35	35	103	81%
Academic program grads.	20	19	21	60	47%

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM THE RESEARCH FINDINGS OF DEWIS RECTOR IN THE RECORDS OF OXFORD REGIONAL HIGH SCHOOL, OXFORD, NOVA SCOTIA, WHICH WERE PURCHASED FROM THE SCHOOL.

educators know that attendance and absence rates are among the most significant indicators of the educational health of individuals and groups, but absenteeism would appear to be an associated behavior with discipline infractions, school failure, and dropout, in many instances, rather than a root cause.

The 41 dropouts interviewed in the present study cited at least a dozen different causes, and a given student often had several inter-related reasons for leaving. "Trouble at school," for example, which was cited by a number of dropouts, would not be hard to find if one "couldn't get out of bed in the morning," or "just couldn't stop partying." Almost two-thirds of the dropouts (unlike any other group) were having discipline problems at school, and in more than a few cases, the chain of cause and effect ended with an expulsion from school. Major background problems included the breakup of parents' marriages, pregnancy, and alcohol and drug abuse. "Drugs can tear you apart," explained one dropout. "I was a raging alcoholic at 15," confided another.

The explicit and implicit response to item 15 of the questionnaire, which asks if anything could have prevented the student from dropping out of school, is a resounding NO — "absolutely not.". If a student is being suspended or expelled from school, is being put out on the street by distraught parents, or is the victim of an addiction, or teenage pregnancy, he or she does not tend to ponder alternatives. There is nothing in the responses to the questionnaire to suggest that students are making casual decisions to drop out of school. On the contrary, they appear to have no other choice at the moment of the event.

The dropouts do not take all the blame on themselves, by any means, for their failure to get a high school education. While about a third of the them consider their parents to have been very supportive and helpful when they were in school, about a third declare them to have been only somewhat so, and the remainder either accuse their parents of having been unconcerned or of being the cause of the problems which led them to drop out of school. This is only one of the ways in which the dropouts express more anger than the other groups interviewed. Others are bitter about their teachers. In their responses to the open-ended items on the questionnaire, the Native teachers at the reserve schools (where the academic slippage of many of these students began) are criticized for incompetence, while non-Indian high school teachers

TABLE 8a:PEI

SCHOOL CAREER DATA: NON-INDIAN ENTRANTS TO GRADE X

Morell Regional High School
Morell, Prince Edward Island
(1984-85 — 1986-87)

	84	85	86	Total	%
Entering Grade X on time	30	38	33	101	50%
one year late	17	14	16	47	23%
two years late	11	8	14	33	16%
three years late	2	8	8	18	9%
four years late		1		1	0%
five years late	1	1		2	1%
All entering Grade X	61	70	71	202	
Mean age-grade lag (yrs.)	0.8	0.9	1.0	0.9	
Reaching Grade XI	58	69	60	187	93%
Graduating (by 1989)	49	54	35	138	68%
Academic program grads.	34	42	23	97	48%

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM THE PURCHASED RESEARCH FINDINGS OF GIL COLLINS IN THE RECORDS OF MORELL REGIONAL HIGH SCHOOL, MORELL, PRINCE EDWARD ISLAND.

are chided for having been nitpicking, heartless, or racially prejudiced. A few dropouts who live on reserves that do not have a school of their own blame their personal failure on that fact. "If we had our own school on the reserve," one dropout observed, "the whole community would be more involved in education." Others aim arrows farther afield.. One respondent stated that if the government had "dealt honestly with native land claim issues" and if a "legal system had been created exclusively for natives," he might not have dropped out of Grade XI.

TABLE 9

AGE-GRADE LAG
REGISTERED INDIAN STUDENTS IN GRADE XII
ALL NEW BRUNSWICK SCHOOLS
(1985-86 — 1989-90)

	85	86	87	88	89	Total	%
No age-grade lag	30	24	19	25	40	138	28%
one year behind	18	27	23	31	33	132	27%
two years behind	19	27	17	24	31	118	24%
three years behind	12	11	5	13	19	60	12%
four years behind	7	13	4	4	6	34	7%
five years behind	3	3	1	1	1	9	2%
six years behind	1		1			2	0%
seven years behind		1				1	0%
Total	90	106	70	98	130	494	
Mean age-grade lag (in years)	1.6	1.8	1.4	1.4	1.4	1.5	

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA.

TABLE 10

AGE-GRADE LAG
NON-INDIAN STUDENTS IN GRADE XII
Belleisle Regional High School
New Brunswick School District 19
(1984-85 — 1986-87)

	84	85	86	Total	%
No age-grade lag	35	32	35	102	74%
one year behind	10	10	8	28	20%
two years behind	4	1	3	8	6%
Total	49	43	46	138	
Mean age-grade lag (yrs.)	0.4	0.3	0.3	0.3	

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM THE PURCHASED RESEARCH FINDINGS OF DAVID NICE IN THE RECORDS OF BELLEISLE REGIONAL HIGH SCHOOL, DISTRICT 19.

TABLE 11

SCHOOL CAREER DATA GRADE XII INDIAN STUDENTS ENROLLED BY NEW BRUNSWICK SCHOOL DISTRICT

(1986-87 — 1989-90)

	8	25	26	29	31	33	36	38	40	Oth	NB
Enrolment #	74	6	40	14	30	7	17	69	82	7	346
Graduated by 1990 #	54	4	21	12	21	7	12	54	60	4	249
% of enrolment											72%
Academic graduates #	10	nil	n/a	6	8	5	4	22	16[10]	1	72[11]
% of graduates											
high standing #	1	nil	n/a	nil	nil	1	nil	8	nil	nil	10
average standing #	6	nil	n/a	3	7	4	4	2	8	1	35
low standing #	3	nil	n/a	3	1	nil	nil	12	8	nil	27

SOURCE: MICMAC-MALISEET INSTITUTE, UNIVERSITY OF NEW BRUNSWICK, FROM RECORDS OF STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS CANADA — TOGETHER WITH INFORMATION ON GRADUATES AND DROPOUTS FROM RECORDS OF THE RESPECTIVE SCHOOL DISTRICTS (OTHER THAN DISTRICT 26) AND THE PUBLISHED GRADUATION LISTS OF FREDERICTON HIGH SCHOOL.

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[10] Excludes 14 modified academic program graduates.

[11] Excludes any academic graduates of Fredericton High School.

IV Conclusions and Recommendations

A. Information gathering

No federal or provincial agency is systematically gathering the information needed for the ongoing study of Native Indian student achievement in New Brunswick schools. The task of soliciting data retroactively from federal and local sources is a daunting one indeed, demanding numerous inquiries, hours of explanation, and weeks or months of waiting, especially upon the Indian Affairs bureaucracy. At the school or district level, staff are preoccupied with more urgent matters and suspicious that their contributions to a data gathering exercise will be of no consequence. In some cases, the services needed to secure the desired information must be purchased, and in given situations, as illustrated in this report, access to information may even be denied.

Another problem is that neither Indian Affairs records nor those of the provincial schools were created to yield the specific data needed to monitor Indian student progress. The limitations of the Nominal Roll system have been discussed, and the difficulty of obtaining consistent or accurate information from the wide variety of records maintained in the school and district offices across the province requires no elaboration. In spite of the best efforts of the researcher, and the maximum in cooperation from all others concerned, the findings of any inquiry conducted through the existing record systems will be flawed.

Thus it is recommended:

1

THAT the Department of Education require Native student enrolment and school leaving reports (such as those shown in Appendices G1 and G2) to be filed annually by all schools enroling students of Native Indian, Métis, or Inuit ancestry.

B. Recognition of the Indian community

Alone among provincial education departments in the Maritime Provinces, the New Brunswick department has taken concrete steps in recent years to acknowledge the existence of the Native Indian community as a distinct entity with unique wants and needs and to have this acknowledgement reflected at the classroom, administrative, and policy-making levels. Two provincial committees are of particular importance in this respect. viz., the Provincial Indian Education Curriculum Development Advisory Committee (1986), and the Maliseet/Micmac Education Consultation Committee (1991), a policy advisory body which is chaired by Mr. David Perley, Indian Education Advisor to the Department.

The curriculum committee has published a useful guide to school/school district-Indian band/community relations entitled *The Circle of Understanding* and has sponsored the development (through the Micmac Maliseet Institute, at U.N.B.) of a new textbook/program of studies for Native Studies 120, an elective senior high school course in Maliseet and Micmac subject matter. This full credit course is thought to be a first for Canada as well as New Brunswick.

For its part, the Maliseet/Micmac Education Consultation Committee has endorsed a number of philosophical and operational statements in respect to Native Indian education which commit the province as never before to making specific provision for the education of Native Indian students in provincial schools.

At the local level, there has also been significant development — notably in District 40, where the creation of a new Native students department at Bonar Law Memorial School has followed on the heels of a successful special five-year program entitled the Kent County Project. In other school districts, a latent or active interest in more effectively serving the Indian student body is also observed. It is nonetheless obvious that the needs and concerns of Indian students are still misunderstood, neglected, or unimaginatively approached in many schools and classrooms in the province. Some Native spokespersons see this as proof of a failure of will on the part of the educational establishment or, worse yet, as evidence of the persistence of racist feelings or attitudes in the hearts and minds of teachers and administrators, but it is clearly a situation which calls for positive corrective action rather than finger-pointing:

Thus it is recommended:

2

THAT, during the 1991-92 school year, the Indian education policies and programs of the Department of Education be made the subject matter of a conference of district superintendents of schools and of teachers' inservice sessions in all districts enroling ten (10) or more Indian students, and

3

THAT the Department advise the departments and faculties of Education in the province's universities to consider incorporating a course or other mandatory instructional component on Indian education into their pre-service teacher education programs.

C. School-community relations

In the interviews conducted for this study, both students and graduates displayed sensitivity over the fact that relations between their parents and the schools which they attended were often weak or non-existent, and they frequently cited direct involvement with the school as one of the best ways for parents to support their children's education. It is common knowledge that Indian parents have not traditionally felt a bond with the schools, partly because their own experiences there may may not have been happy ones, and partly because the schools were, in fact, creations of an outside culture which could be far more forbidding or intimidating than those on the inside might realize. In the typical situation, teachers contacted Indian parents only when necessary (i.e., when something was seriously wrong), and Indian parents visited the school only when they could not avoid doing so. There is no doubt that relationships are slowly changing, with some Indian parents faithfully turning out on parent-teacher nights, for example, and with some schools even holding such events on the reserves, but the communication gap remains wide.

If school personnel throughout the province were reminded of the procedures proposed in *The Circle of Understanding* and encouraged to implement them, school-community relations should be given a significant boost. At some localities, channels of communication have developed between the district offices and the political structures on the reserves. Without discouraging contact at any level, it must be emphasized that the legitimate constituency of the school is the parents. Political contacts are not an adequate substitute for teacher-parent relations, and chiefs who would attempt to have themselves or others act as go-betweens for parents are an obstacle to the growth of the healthy one-to-one relations that are needed between the home and the school if educational opportunities for Indian youth are to be maximized.

D. Student-teacher relations

One of the more encouraging findings of this study was that a good many Indian students claim to be enjoying their school years — if usually for other than scholarly reasons. Similar numbers are complimentary in their assessments of their teachers — several individuals pointing out that throughout all of their years in school their teachers have been consistently understanding and helpful. Hopefully, a trend is developing towards universally better feelings and attitudes, but large numbers of Indian students still see teachers as unnecessarily exacting, and as cold or indifferent towards Native students — if not even more blatantly biased in their behavior.

It is an educational truism that positive student-teacher relations are the essential base on which to build successful achievement in the classroom, and it is not an exaggeration to state that the healthiest of relationships between teachers and students are really a special kind of love. It is admittedly difficult to express love across a cultural divide, or in a milieu in which both teachers and students are afraid and uncertain of their rights, but the most basic way in which New Brunswick teachers have failed the Indian students in their classrooms is that they have failed to love them. In fact, they have never been expected to love them. Instead, they have been led to believe that they will be fulfilling their responsibilities towards them if they are simply careful not to treat them unfairly in any obvious way.

Love cannot be legislated, but New Brunswick schools might be required to take specific steps to meet the needs of Indian children — both as groups and as individuals. It is not possible to state these needs precisely or comprehensively, but they include a need for the security which comes from close and constant interaction with peers; a need for protection from unnecessary or unfriendly criticism until self-confidence is firmly established; a need to be believed in and taken seriously; and a need not to be harassed about petty matters, such as classroom etiquette and the like, where deep cultural and social differences exist.

Objections may be expected to any proposal that special treatment be extended to a given group of students in the school, especially on a racial or ethnic basis, but it is important to note that the idea that all people are alike or should be treated as if alike is not an Indian idea. By their own say-so, Indians are different from other people in biological and cultural inheritance, as well as in law and in the manner in which their communities and homes are organized and managed. "The important thing [to remember]," stated one New Brunswick Indian parent recently "is that Indian people are unique and they need to be accepted as different.". "We learn differently," she observed," because of the way we live and the things we see" (Hamilton: 1990, pp.4-5). After nearly 400 years of failing to make the Indian child fit the system, is it not time to experiment with minor modifications to the system?

4

THAT the Department require all schools enrolling ten (10) or more Indian students to develop and enunciate a program for the improvement of Indian student-teacher relations in the school.

E. Indian-non-Indian student relations

As reported in the findings from the student interviews, only one Indian student in fifteen contends that Native young people are seriously discriminated against at present, and they (and the other groups interviewed) advocate learning to intermingle freely with non-Indians from an early age. On the other hand, Indian students retain a strong sense of racial distinctiveness, and two-thirds of them feel that they are sometimes treated unfairly on racial grounds alone.

In the absence of informative studies from the past it is impossible to show that this state of affairs represents an improvement in relations in the present generation of students, but one senses very strongly that it does. It demonstrates more convincingly, however, that conditions are not yet normal or acceptable, when two-thirds of any group feels discriminated against even part of the time.

This problem of discrimination is rooted in the community at large, of course, but the school should be playing its part in confronting it on the playground and in the classroom, by setting an example of sensitiveness and fair dealing that will be visible to all.

F. The at-risk student

The findings of this report in respect to Indian student dropouts, as well as to a minority of those students remaining in school, are consistent in most details with the "Student at Risk" profile displayed in Appendix E. Schools throughout North America have taken up the challenge of assisting the student at risk, although only some of the behavior characteristic of these students is related to the school or even necessarily exhibited in school. The other types of behavior arise from profound social problems having their roots in the individual psyche, the home, or the community. The most commonly cited of these are drug and alcohol abuse, promiscuity, and disrespect for the law.

In school, as indicated in the profile, the at-risk student may be one or more years behind his or her grade level, and be experiencing reading problems in particular and lack of motivation in general. He or she may also be irregular in school attendance and be encountering discipline problems. It was noted elsewhere in this report that it is difficult to separate the causes of at-risk behavior from its effects. It was also noted that once the point of dropout has been reached, it is usually too late to do anything to cause the student to remain in school or even to counsel him or or her that this would be wise.

Clearly, anything that is to be done to assist the at-risk student should be attempted as soon as the warning signs appear. Among the elementary students whose records were studied for this report, these signs had already started to surface by Grade IV — as performance assessments began to plummet, absences to increase, and teacher-student relations to deteriorate.

5

THAT the Department create a project to identify Indian students in the elementary schools who are displaying early signs of at-risk behavior and recommend procedures for alleviating the effects.

G. Academic performance

The picture of academic performance which emerges from the study is of students entering school somewhat below strength, in general, and then proceeding to slip backwards, especially from Grade IV onward. This trend is paralleled at the upper elementary level by growing absenteeism and tension with teachers; at the junior high level by a failure and grade repetition rate roughly twice that of non-Indian students; and at the senior high level by the election of practical (as opposed to academic) programs, poor grades, slow progress, and an abnormally high rate of dropout.

The most troubling part of the picture is that which shows Indian students barely represented in the top echelon of academic performers at any level. When it is considered that the bulk of tomorrow's leaders, most of its professionals, and most of its experts or specialists may be expected to come from the small body of students at the top of any class or school, this is not a fact that can be glossed over lightly.

A strategy for improvement is sorely needed, but it must be acknowledged at the outset that there are no quick or easy solutions. The creation of caring environments at home and at school and the countering of absenteeism and other at-risk behavior at as early a stage as possible are the necessary foundation for progress, but as a shorter-term strategy, the schools should be identifying each academically talented Indian student from Grade I onward, and taking a personalized approach to his or her education.

6

THAT the Department create a project to identify Indian students of talent at all grade levels in the schools of the province and recommend procedures for assisting these students in realizing their intellectual potential.

V References

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APPENDIX A

NATIVE STUDENT ACHIEVEMENT/ACADEMIC PERFORMANCE

A

RESEARCH PROPOSAL

BY

DAVID G. PERLEY

INDIAN EDUCATION ADVISOR

August 3, 1990

APPENDIX A

NATIVE STUDENT ACHIEVEMENT/ACADEMIC PERFORMANCE

A RESEARCH PROPOSAL

1.0 Background

1.1 Most educators agree that Maliseet and MicMac students experience problems within the provincial schools.

1.2 These problems may be in the following areas:

i. dropout and retention

ii. poor academic performance

iii. discipline problems

iv. age-grade lag

1.3 A discussion of the problems with a sample of educators indicates that no one has a "clear picture of the problem". The Department has not systematically collected data to determine the extent of the problem.

APPENDIX A

1.4 Review of literature on Native education in New Brunswick reveals that researchers tended to focus on the concerns and views of parents, teachers, administrators and Indian education personnel while ignoring the Maliseet and MicMac students.

2.0 Proposal

2.1 The proposed study would provide a much clearer picture of the situation by systematically collecting data on achievement/academic performance of Maliseet and MicMac students in provincial schools.

2.2 The proposed study will concentrate on the students, i.e. their characteristics/background, views, perceptions, attitudes and aspirations.

2.3 The proposed study will compile statistics on trends and patterns in enrollment, retention, academic performance, discipline problems, dropouts/graduates and age-grade lag.

2.4. The proposed study will include a sample of the high school graduates, dropouts and those presently in provincial schools.

APPENDIX A

2.5 The proposed study will engage the services of consultants to conduct the study.

2.6 The proposed study will examine in detail the following variables:

i. trends and patterns in student enrollment (provincially) for the past ten years

ii. trends and patterns in student enrollment for each district where significant numbers of Native students attend

iii. tracking, i.e. academic, vocational or general

iv. retention

v. academic performance, i.e. grades, marks and so on

vi. dropouts, withdrawals and transfers

vii. suspensions and discipline problems

APPENDIX A

viii. CTBS scores (comparison between Native and non-Native student populations)

ix. family background

x. family background comparison (Native graduates and dropouts)

xi. attitudes, aspirations and achievement motivation

xii. age-grade lag

xiii. perceived parental interest/involvement

xiv. perceived student-teacher relationship

xv. Native students' interactions with the general student population

xvi. reasons why Native students withdrew either temporarily or permanently

xvii. students' recommendations for changes.

APPENDIX A

THE RESEARCH PROCESS

The proposed study will include the following activities:

1. Compile statistics
2. Review of literature
3. Preparation for fieldwork
4. Fieldwork
5. Summarizing the data
6. Analyzing the data
7. Drafting the final report
8. Departmental review of report

APPENDIX A

9. Revision of report

10. Final Report

Note: The researcher will submit monthly progress reports to the Department.

APPENDIX A

SAMPLE FOR PROPOSED STUDY

The sample for the proposed study will include:

1. Maliseet and MicMac students in provincial schools
2. Maliseet and MicMac dropouts from provincial schools
3. Maliseet and MicMac graduates from provincial schools
4. Maliseet and MicMac students in various grade levels
5. Control group of non-Native students (CTBS} comparisons)

APPENDIX B1

Native Student Achievement Study

QUESTIONNAIRE: STUDENTS

Reserve or community ____________________ Grade __________
Program ________________ School ____________________
Date of Interview ________________ Interviewer ________________

Note to interviewers: Questionnaires are to be administered orally and responses noted by you. Read all choices to the student before accepting a response. Explain the choices if necessary. Circle one choice only. Students are to be assured that all responses will be treated confidentially. Completed forms are to be retained in the sealed envelopes provided until they are turned over to the project director.

1. Do you live with
   - A your mother and father?
   - B your mother?
   - C your father?
   - D other?/specify

2. How many people live in your home counting you?
   - A two?
   - B three or four?
   - C five or six?
   - D seven or eight?
   - E more than eight?

3. At your home do you have
   - A your own room
   - B a room that you share with one other person:
   - C a room that you share with two or more other people
   - D no room

4. Where do you do your homework?
   - A in your room?
   - B in the living room or kitchen?
   - C somewhere else in the home?
   - D outside the home?

5. When you do your homework, are you
   - A alone?
   - B with other people in a quiet setting?
   - C with other people in a busy or noisy setting?

APPENDIX B1

Native Student Achievement Study

QUESTIONNAIRE: STUDENTS

6. Who helps you with your homework
   - A mother or father?
   - B sister or brother?
   - C friend?
   - D other?
   - E nobody?

7. How much time (on average) do you spend on your homework?
   - A more than two hours daily?
   - B between one and two hours daily?
   - C a few hours a week?
   - D not much time?
   - E almost no time?

8. How much television do you watch?
   - A several hours most days?
   - B an hour or more most days?
   - C some once in a while?
   - D very little?
   - E none?

9. What time do you go to bed during the week?
   - A before 9 PM?
   - B before 10 PM?
   - C before 11 PM?
   - D before midnight?
   - E other/specify

10. What time do you get up on school days?
    - A before 6 AM?
    - B before 7 AM?
    - C before 8 AM?
    - D before 9 AM?

APPENDIX B1

Native Student Achievement Study

QUESTIONNAIRE: STUDENTS

If you live with your father

11. How far did your father go in school?

A graduated from university?
B graduated from high school, or some university?
C some high school?
D elementary school?
E don't know

If you live with your mother

12. How far did your mother go in school?

A graduated from university?
B graduated from high school, or some university?
C some high school?
D elementary school?
E don't know?

13. Before you started school, did your parents (or other adults) read to you?

A yes?/name three things read:
B no?

14. How do you feel about school

A love it most of the time?
B usually like it?
C not much interested in it?
D dislike it most of the time?
E hate it?

Answer 15a or 15b

15a. If you like school, what do you like most about it?

A the studies and lessons?
B the teachers?
C the other students?
D the extra-curricular activities?
E other?/specify

APPENDIX B1

Native Student Achievement Study

QUESTIONNAIRE: STUDENTS

15b. If you dislike school, what do you dislike most about it?

A the studies or lessons?
B the discipline?
C the teachers?
D the other students?
E other?/specify

Answer 16a or 16b

16a If you have a favorite school subject, what is it?

A English/language arts?
B math?
C art?
D other?/specify

16b If you dislike all school subjects, is that because

A they are too hard?
B they are boring?
C you don't need them?
D other?/specify

17. How do you feel you are doing in school?

A your best, with good marks?
B your best, with average or poor marks?
C not as well as you should be doing?
D poorly?

Answer 18a or 18b

18a If you are doing your best, what keeps you going?

A interest in school?
B a desire to succeed?
C your parent(s)' wishes for you?
D the support of other adults (teachers/family)?
E the support of friends or other students?

APPENDIX B1

Native Student Achievement Study

QUESTIONNAIRE: STUDENTS

18b If you are not doing your best, what is the main cause of this?
- A lack of interest?
- B lack of ability?
- C unsatisfactory home conditions?
- D lack of support at home?
- E the attitudes of others at school?

19. Which words best describe most of the teachers you have known?
- A helpful/understanding?
- B distant/indifferent?
- C negative/critical?
- D other?/specify

20. Do you find the Indian teachers, teacher aides, counsellors, and education workers to be
- A more helpful/understanding than most teachers?
- B of some help?
- C of little help?
- D other?/specify

21. How well do you get along with other students?
- A very well with almost all students?
- B very well with most other Indian students?
- C fairly well with all students?
- D fairly well with other Indian students?
- E not very well?

22. How do you feel about the rules and discipline policies of the school?
- A approve of them?
- B don't like all of them but feel they are necessary?
- C feel they are unreasonable or unnecessary?
- D find them completely unacceptable

APPENDIX B1

Native Student Achievement Study

QUESTIONNAIRE: STUDENTS

23. How much have you been disciplined at school?
    - A with suspension or corporal punishment?
    - B quite frequently in other ways?
    - C seldom?
    - D never?

24. Have you and your friends been in trouble with the law outside the school?
    - A through charges or arrests?
    - B quite frequently in minor ways?
    - C once or twice in minor ways?
    - D never?

---

25. Would you describe yourself as
    - A a happy person most of the time?
    - B a person who is sometimes happy and sometimes sad?
    - C a person who is not often happy?
    - D a sad person?

26. What makes you a happy person, or what could make you happy?
    - A more love at home?
    - B more understanding from people?
    - C fewer demands from home or school?
    - D more friends?
    - E other?/specify

27. Do you feel that you are
    - A very well-liked by most people?
    - B liked as much as most other people?
    - C not liked very well?
    - D disliked by most people?

28. Do you feel you are
    - A very intelligent?
    - B average in intelligence?
    - C below average?
    - D very low on the intelligence scale?

APPENDIX B1

Native Student Achievement Study

QUESTIONNAIRE: STUDENTS

29. How far do you want to go in school?
    A through high school and university?
    B through high school?
    C as far as possible?
    D until you are allowed to leave?

30. Do you have an occupational plan for your life?
    A in a profession such as medicine, law, engineering?
    B in a profession such as teaching, nursing, social work?
    C in a trade, technical, or artistic field?
    D in whatever work you can find at the time?
    E other?/specify

31. Where would you like to live when you finish your education?
    A in the place you are living now?
    B on a reserve somewhere else?
    C off the reserve, in a town or city?
    D other?/specify

---

32. Do you feel that most of the problems encountered by Indian young people are caused by
    A themselves?
    B the homes they come from?
    C the schools they attend?
    D society in general?

33. Do you feel that Indian young people
    A are treated fairly by non-Indians?
    B are sometimes treated badly because they are Indains?
    C are often seriously discriminated against?

34. Do you feel that
    A Indians are more intelligent than non-Indians?
    B about the same?
    C less intelligent?
    D a lot less intelligent?

APPENDIX B1

Native Student Achievement Study

QUESTIONNAIRE: STUDENTS

35. How big a problem is drug and alcohol abuse among young people you know?

A the biggest problem of all
B a serious problem but not the biggest one
C a minor problem
D not a problem at all

36. Is there anything else that you would like to say?

APPENDIX B2

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Students (Appendix B1)
by School District and Grades

(NOTE: a - Grades III-IX. b - Grades X-XII. Not all questions required responses from all subjects. Thus the total number of responses may be fewer than the number of questionnaires administered — as shown in parentheses beneath the school district numbers.)

Q#	8b (19)	25b (01)	26b (01)	31a (09)	31b (11)	31 (20)	38a (10)	38b (10)	38 (20)	40a (01)	40b (20)	40 (21)	a (20)	b (62)	All (82)
1A	12		01	06	07	13	10	05	15	01	13	14	17	38	55
B	03	01		03	04	07					06	06	03	14	17
C	01										01	01		02	02
D	03							05	05					08	08
2A	01	01									02	02		04	04
B	01			04	02	06	05	06	11		07	07	09	16	25
C	14		01	03	08	11	05	04	09	01	10	11	09	37	46
D	03			01		01					01	01	01	04	05
E					01	01								01	01
3A	19	01	01	05	07	12	07	08	15	01	19	20	13	55	68
B				04	03	07	03	02	05		01	01	07	06	13
C					01	01								01	01
4A	12	01		05	06	11	04	06	10	01	08	09	10	33	43
B	06		01	02	04	06	06	02	08		10	10	08	23	31
C	01			02	01	03		01	01		01	01	02	04	06
D								01	01					01	01
5A	15	01	01	06	05	11	07	06	13	01	13	14	14	41	55
B	03			02	03	05	03	02	05		03	03	05	11	16
C	01			01	03	04		02	02		03	03	01	09	10
6A	04			02	03	05	08	01	09		01	01	10	09	19
B				02		02		01	01	01	01	02	03	02	05

APPENDIX B2

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Students (Appendix B1)
by School District and Grades

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6C	01	01		01	02	03	01		01		03	03	02	07	09
D				01		01		02	02				01	02	03
E	14		01	03	06	09	01	06	07		14	14	04	41	45
7A	04				01	01		01	01		01	01		07	07
B	10	01	01	03	07	10	06	06	12		08	08	09	33	42
C	02			02		02	02	01	03	01	02	03	05	05	10
D	01			03	02	05	01	01	02		05	05	04	09	13
E	02			01	01	02	01	01	02		03	03	02	07	09
8A	01		01	04	05	09	02		02		07	07	06	14	20
B	08			03	03	06	01	06	07	01	07	08	05	24	29
C	07	01		01	02	03	07	02	09		04	04	08	16	24
D	02							01	01		01	01		04	04
E	01			01	01	02		01	01				01	03	04
9A							04		04		01	01	04	01	05
B	06			03	04	07	03	02	05		03	03	06	15	21
C	05	01		02	01	03	02	03	05	01	02	03	05	12	17
D	08		01	03		03	01	04	05		10	10	04	23	27
E				01	06	07		01	01		03	03	01	10	11
10A	05			01	01	02	01		01				02	06	08
B	12	01	01	07	08	15	05	07	12	01	14	15	13	43	56
C	01			01	02	03	04	03	07		06	06	05	12	17
D	01													01	01

APPENDIX B2

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Students (Appendix B1)
by School District and Grades

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11A	01			01	04	05	01		01		04	04	02	09	11
B	02		01	02	02	04	01	02	03		01	01	03	08	11
C				02		02	03	01	04	01	03	04	06	04	10
D	05			01	01	02	03	02	05		03	03	04	11	15
E	04			03	04	07	01	05	06		04	04	04	17	21
12A	02			01	02	03	01		01		08	08	02	12	14
B	03		01	04	03	07	06	02	08		02	02	10	11	21
C	03	01		03	03	06	02	05	07	01	03	04	06	15	21
D					02	02		01	01		01	01		04	04
E	07			01	01	02	01	02	03		06	06	02	16	18
13A Specific			01	04	05	09	05	03	08		07	07	09	16	25
Unspecific				04		04	02	04	06		06	06	06	10	16
B	15	01		01	06	07	03	03	06	01	07	08	05	32	37
14A	02			01	01	02	05	06	11				06	09	15
B	14	01	01	07	10	17	03	02	05	01	16	17	11	44	55
C	02			01		01		02	02		02	02	01	06	07
D	01										01	01		02	02
E							02		02		01	01	02	01	03
15aA	04			02	01	03	03	03	06		04	04	05	12	17
B			01		02	02	02	01	03		02	02	02	06	08
C	08			03	07	10	01	02	03	01	06	07	05	23	28
D	02			03	01	04	01		01		04	04	04	07	11

APPENDIX B2

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Students (Appendix B1)
by School District and Grades

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15aE	02						01	02	03		01	01	01	05	06
15bA	02	01					01	01	02		01	01	01	05	06
C				01		01	01	01	02		01	01	02	02	04
D											01	01		01	01
E	01													01	01
16aA	02				01	01	02	06	08		04	04	02	13	15
B	04		01	02	04	06	03	01	04	01	12	13	06	22	28
C	01			02		02	04	01	05				06	02	08
D	11	01		05	06	11	01	02	03		02	02	06	22	28
16bB	01										02	02		03	03
17A				02		02	05	01	06		03	03	07	04	11
B	09			04	06	10	05	05	10		03	03	09	23	32
C	08	01	01	03	05	08		03	03	01	12	13	04	30	34
D	01							01	01		01	01		03	03
18aA	02						03		03				03	02	05
B	05			05	04	09	06	04	10		06	06	11	19	30
C	02						01	02	03		01	01	01	05	06
D					01	01					01	01		02	02
E				01	01	02					01	01	01	02	03
18bA	07	01			03	03		03	03	01	08	09	01	22	23
B	01													01	01

APPENDIX B2

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Students (Appendix B1)
by School District and Grades

(NOTE: a - Grades III-IX. b - Grades X-XII. Not all questions required responses from all subjects. Thus the total number of responses may be fewer than the number of questionnaires administered — as shown in parentheses beneath the school district numbers.)

Q#	8b (19)	25b (01)	26b (01)	31a (09)	31b (11)	31 (20)	38a (10)	38b (10)	38 (20)	40a (01)	40b (20)	40 (21)	a (20)	b (62)	All (82)
18C			01		01	01					01	01		03	03
E	02			03	01	04		01	01		02	02	03	06	09
19A	13	01	01	06	06	12	08	06	14	01	11	12	15	38	53
B	04			03	02	05	01	01	02		08	08	04	15	19
C	01				02	02		03	03		01	01		07	07
D	01				01	01	01		01				01	02	03
20A	04			05	01	06	02	05	07	01	11	12	08	21	29
B	09	01		03	06	09	05	02	07		07	07	08	25	33
C	02			01	01	02	01	01	02		02	02	02	06	08
D	04		01		03	03	02	02	04				02	10	12
21A	14	01		05	05	10	08	07	15		08	08	13	35	48
B	04			01	01	02	01	02	03		05	05	02	12	14
C	01		01	03	04	07	01	01	02	01	07	08	05	14	19
D				—	01	01								01	01
22A	06	01	01		04	04	05	04	09		03	03	05	19	24
B	10			09	06	15	04	04	08	01	13	14	14	33	47
C	02				01	01		01	01		04	04		08	08
D	01						01	01	02				01	02	03
23A	03			03	02	05		02	02	01	02	03	04	09	13
B							02		02		01	01	02	01	03
C	05			04	04	08	02		02		08	08	06	17	23

APPENDIX B2

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Students (Appendix B1)
by School District and Grades

(NOTE: a - Grades III-IX. b - Grades X-XII. Not all questions required responses from all subjects. Thus the total number of responses may be fewer than the number of questionnaires administered — as shown in parentheses beneath the school district numbers.)

Q#	8b (19)	25b (01)	26b (01)	31a (09)	31b (11)	31 (20)	38a (10)	38b (10)	38 (20)	40a (01)	40b (20)	40 (21)	a (20)	b (62)	All (82)
23D	11	01	01	02	05	07	06	08	14		09	09	08	35	43
24A	01										01	01		02	02
B					02	02	01		01		02	02	01	04	05
C	03			03	02	05	02	01	03		06	06	05	12	17
D	15			06	07	13	07	09	16	01	10	11	14	41	55
25A	11	01		04	07	11	06	06	12		05	05	10	30	40
B	07		01	04	03	07	04	04	08	01	15	16	09	30	39
C	01			01		01							01	01	02
D					01	01								01	01
26A	01	01		03	01	04	02		02		02	02	05	05	10
B	05			02	04	06	01	03	04	01	10	11	04	22	26
C	05			02		02	03	05	08		03	03	05	13	18
D	04			01	05	06	03	02	05		02	02	04	13	18
E	04		01	01	01	02	01		01		03	03	02	09	11
27A	08			04	03	07	07	05	12		06	06	11	20	33
B	11	01	01	05	07	12	02	05	07	01	12	13	08	37	45
C					01	01					02	02		03	03
D							01		01				01		01
28A	02			02	04	06	03	02	05				05	08	13
B	17	01	01	05	06	11	06	08	14	01	18	19	12	51	63
C				02	01	03	01		01		02	02	03	03	06

APPENDIX B2

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Students (Appendix B1)
by School District and Grades

(NOTE: a - Grades III-IX. b - Grades X-XII. Not all questions required responses from all subjects. Thus the total number of responses may be fewer than the number of questionnaires administered — as shown in parentheses beneath the school district numbers.)

Q#	8b (19)	25b (01)	26b (01)	31a (09)	31b (11)	31 (20)	38a (10)	38b (10)	38 (20)	40a (01)	40b (20)	40 (21)	a (20)	b (62)	All (82)
29A	08	01	01	07	09	16	07	08	15	01	13	14	15	40	55
B	01			01		01	01	02	03		01	01	02	04	06
C	10			01	01	02	01		01		05	05	02	16	18
D					01	01	01		01		01	01	01	02	03
30A	02		01	03	06	09	03	05	08		06	06	06	20	26
B	04	01		02		02		01	01		07	07	02	13	15
C	06			01	02	03	02	01	03		04	04	03	13	16
D					01	01	01	01	02				01	02	03
E	07			03	02	05	04	02	06	01	03	04	08	14	22[1]
31A	03	01		04	01	05	05	01	06		01	01	09	07	16
B	06			01		01		01	01		04	04	01	11	12
C	08		01	03	10	13	04	07	11	01	15	16	08	41	49
D	02			01		01	01	01	02				02	03	05
32A	08	01		02	06	08	03	02	05		10	10	05	27	32
B	06		01	03	03	06	02	02	04	01	03	04	06	15	21
C							03		03				03		03
D	05			04	02	06	02	05	07		07	07	06	19	25
33A	07			04	02	06	05	01	06		06	06	09	16	25
B	12	01	01	05	08	13	04	08	12	01	12	13	10	42	52

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[1] The breakdown of other occupational choices is as follows: Member of armed forces 1, business manager 1, cook 1, designer 1, hairdresser 1, paratrooper 1, pilot 2, police officer 4, professional sports player 3, writer 1, warden 1, no choice yet made 5.

APPENDIX B2

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Students (Appendix B1)
by School District and Grades

(NOTE: a - Grades III-IX. b - Grades X-XII. Not all questions required responses from all subjects. Thus the total number of responses may be fewer than the number of questionnaires administered — as shown in parentheses beneath the school district numbers.)

Q#	8b (19)	25b (01)	26b (01)	31a (09)	31b (11)	31 (20)	38a (10)	38b (10)	38 (20)	40a (01)	40b (20)	40 (21)	a (20)	b (62)	All (82)
33C					01	01	01	01	02		02	02	01	04	05
34A	01		01	01	02	03	02		02		01	01	03	05	08
B	14			07	09	16	07	10	17	01	19	20	15	52	67
C	03	01		01		01							01	04	05
D	01						01		01				01	01	02
35A	03		01	05	07	12	02	04	06		09	09	07	24	31
B	12			04	04	08	01	09	06		07	07	05	28	33
C	03	01					05	01	06	01	04	05	06	09	15
D	01						02		02				02	01	03

Item 36: Thirty-five responses were recorded to this open-ended item — a majority of them from a single school district and in respect to the subject of drug and alcohol abuse. The statements do not lend themselves to tabulation, but their content was incorporated into the text at several points, notably in Section IIIF under "Home background profile" (p.45) and "Social opinions profile" (p.51).

APPENDIX B3

Native Student Achievement Study

QUESTIONNAIRE: GRADUATES

Year of Graduation __________________ Program ____________________________________

School ____

Date of Interview __________________ Interviewer ____________________________________

Note to interviewers: Questionnaires are to be administered orally and responses recorded by you. Graduates are to be assured that all responses will be treated confidentially. Completed forms are to be retained in the sealed envelopes provided until they are turned over to the project director.

1. How long did it take you to get through grades 10 to 12?
   - A 3 years?
   - B 4 years?
   - C 5 years?
   - D other?/specify

2. Which of the following accounts most for your remaining in school?
   - A personal motivation?
   - B family support?
   - C teacher help and encouragement?
   - D other?/specify

3. What was the greatest obstacle which you overcame?
   - A lack of interest in the curriculum?
   - B little support from home?
   - C lack of encouragement and assistance from teachers?
   - D lack of confidence?
   - E personal problems?
   - F other?/none?/specify

4. Who most influenced your choice of program in high school?
   - A you yourself?
   - B your family?
   - C teachers or guidance counsellors?
   - D friends?
   - E others?/specify

APPENDIX B3

Native Student Achievement Study

QUESTIONNAIRE: GRADUATES

5. Was the program chosen because
A the subject matter was interesting?
B the courses were neither too easy nor too hard?
C of occupational considerations?
D of other reasons?

6. Looking at it from today's standpoint, was the program
A the best program for you?
B probably as beneficial for you as other program choices?
C a questionable choice for you?
D definitely the wrong program for you?

7. What was your standing at graduation?
A excellent (80% +)?
B good (70% +)?
C fair (60% +)?
D pass (50% +)?

8. Was your standing
A about right for one of your ability?
B below your level of ability?
C much below your level of ability?

9. At school, did you feel understood and accepted by
A just about everyone?
B some teachers and students (Indian and non-Indian)?
C Indians only?
D others?/specify

10. If a class reunion was to be held at your high school, would you
A be eager to attend?
B be wondering whether to attend or not?
C feel uncomfortable attending?
D have no interest whatsoever in attending?

APPENDIX B3

Native Student Achievement Study

QUESTIONNAIRE: GRADUATES

11. How far did your father go in school?
    - A graduated from university?
    - B graduated from high school, or some university?
    - C some high school?
    - D elementary school?
    - E don't know?

12. How far did your mother go in school?
    - A graduated from university?
    - B graduated from high school, or some university?
    - C some high school?
    - D elementary school?
    - E don't know?

13. Before you started school, did your parents (or other adults) read to you?
    - A yes?/name three things read:
    - B no?

Please comment freely on the following subjects:

14. What should all students learn to do for themselves?

15. What support should students expect from their families?

16. What support should students expect from their reserve?

17. What is the minimum that students should expect of teachers?

18. Is there anything else that you would like to say?

APPENDIX B4

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Graduates (Appendix B3)
by School District

Q#	8 (11)	25 (01)	26 (03)	31 (10)	38 (10)	40 (14)	50 (01)	All (50)
1A	05	01	01	10	07	09	01	34
B	03		02		03	04		12
C	01							01
D	02					01		03
2A	07	01		07	05	08	01	29
B	03		03	02	03	05		16
C						01		01
D	01			01	02			04
3A	06			01		01		08
B				02	01			03
C	01					01		02
D	03			02		02		07
E	01		02	01	02	05		11
F		01	01	04	07	05	01	19[1]
4A	04		01	08	05	04		22
B	02	01	02	01	02	04	01	13
C	04			01	02	06		13
D	01							01
E					01			01
5A	02			06	01	02		11
B	03				02	03		08
C	03	01	03	04	06	05	01	23
D	03				01	04		08

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[1] The breakdown of other responses is as follows: No obstacle 12, unspecified 4, lack of support at home and school 1, lack of support at home and personal problems 1, procrastination 1.

APPENDIX B4

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Graduates (Appendix B3)
by School District

Q#	8 (11)	25 (01)	26 (03)	31 (10)	38 (10)	40 (14)	50 (01)	All (50)
6A	05		02	07	04	06	01	25
B	03		01	01	01	03		09
C	02			01	05	02		10
D	01	01		01		02		05
No response to item 6							01	01
7A	01			03	03	01		08
B	03	01		07	04	04		19
C	06		03		03	07	01	20
D	01					02		03
8A	04	01	01	03	03	04		16
B	07		02	07	05	09	01	31
C					02	01		03
9A	05	01	01	08	07	09		31
B	06		01	02	03	05	01	18
D			01					01
10A	06	01	01	04	09	07	01	29
B	03		02	06	01	06		18
C	01							01
D	01					01		02
11A	01		02			02		05
B				01	02			03
C		01	01			02	01	05
D	07			01	07	03		18
E	03			08	01	07		19

APPENDIX B4

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Graduates (Appendix B3)
by School District

Q#	8 (11)	25 (01)	26 (03)	31 (10)	38 (10)	40 (14)	50 (01)	All (50)
12A	01		02	02		04		09
B	01	01		02	01		01	06
C	01		01	02	05	01		10
D	04			01	02	04		11
E	04			03	02	05		14
13A Specified			01	03		04	02	10
Unspec.	05			06	01	05		17
B	06			04	05	08		23

OPEN-ENDED ITEMS: The responses to these items do not lend themselves to tabulation, but the main points from items 14 through 17 are summarized in Section IIIG (p. 55). Reflections of interest from the few responses to item 18 have been incorporated elsewhere in the text.

APPENDIX B5

Native Student Achievement Study

QUESTIONNAIRE: DROPOUTS

Last grade attended ____________ Program ________________________
Date of dropout ____________ School ________________________
Date of interview ____________ Interviewer ________________________

Note to interviewers: Questionnaires are to be administered orally and responses recorded by you. "Last grade attended" means as a student in a reserve or provincial school — not in makeup or adult education courses. If exact date of dropout is not known, please note school year and term. If this is uncertain, add a question mark. Respondents are to be assured that all information will be treated confidentially. Completed forms are to be retained in the sealed envelopes provided until they are turned over to the project director.

1. What was your main reason for dropping out of school?
   - A lack of ability?
   - B poor motivation?
   - C lack of support from home?
   - D trouble at school?
   - E other?/specify

2. Do you consider yourself to be
   - A very intelligent?
   - B of average intelligence?
   - C below average?
   - D much below average?

3. Do you consider your interest and motivation levels to be
   - A very high?
   - B above average?
   - C below average?
   - D very low?

4. When you were in school, were your parents
   - A very supportive and involved?
   - B somewhat supportive and involved?
   - C unconcerned?
   - D the cause of some of your problems in school?

5. What part did discipline problems play in your lack of success in school?
   - A a big part?
   - B some part?
   - C little part?
   - D no part?

APPENDIX B5

Native Student Achievement Study

QUESTIONNAIRE: DROPOUTS

For students who dropped out in grade 10 or later

6. Who most influenced your choice of program in high school?
   - A you yourself?
   - B your family?
   - C teachers or guidance counsellors?
   - D friends?
   - E others?/specify

7. Was the program chosen because
   - A the subject matter was interesting?
   - B the courses were neither too easy nor too hard?
   - C of occupational considerations?
   - D of other reasons?

8. Looking at it from today's standpoint, was the program
   - A the best program for you?
   - B probably as beneficial for you as other program choices?
   - C a questionable choice for you?
   - D a main cause of your lack of success in school?

9. What was your standing in the year you dropped out?
   - A excellent (80% +)?
   - B good (70% +)?
   - C fair (60% +)?
   - D pass (50% +)?
   - E fail (50% -)?

10. Was your standing
    - A about right for one of your ability?
    - B below your level of ability?
    - C much below your level of ability?

11. At school, did you feel understood and accepted by
    - A just about everyone?
    - B some teachers and students (Indian and non-Indian)?
    - C Indians only?
    - D others?/specify

---

12. How far did your father go in school?
    - A graduated from university?
    - B graduated from high school, or some university?
    - C some high school?
    - D elementary school?
    - E don't know?

APPENDIX B5

Native Student Achievement Study

QUESTIONNAIRE: DROPOUTS

13. How far did your mother go in school?
    - A graduated from university?
    - B graduated from high school, or some university?
    - C some high school?
    - D elementary school?
    - E don't know?

14. Before you started school, did your parents (or other adults) read to you?
    - A yes?/name three things read:
    - B no?

Please comment freely on the following subjects:

15. Was there anything that could have prevented you from dropping out of school If so, what?

16. What must students learn to do for themselves?

17. What support should students expect from their families?

18. What support should students expect from their reserve?

19. What is the minimum that students should expect of teachers?

20. Is there anything else that you would like to say?

APPENDIX B6

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Dropouts (Appendix B5)
by School District

(NOTE: Not all questions required responses from all subjects. Thus the total number of responses may be fewer than the number of questionnaires administered — as shown in parentheses beneath the school district numbers.)

Question #	8 (09)	31 (09)	38 (11)	40 (12)	All (41)
1A			02		02
B	02	04		01	07
C			01		01
D	06	02	03	03	14
E	01	03	05	08	17[1]
2A		02	01	02	05
B	07	06	06	09	28
C	02	01	03	01	07
D			01		01
3A	02	02	01	01	06
B	04	06	08	08	26
C	03	01	02	03	09
4A	01	04	06	04	15
B	03	04	01	06	14
C	05		02	02	09
D		01	02		03
5A	04	05	02	02	13
B	04	02	05	04	15
C	01	01		03	05

---

[1] The breakdown of responses is as follows: Lost interest 2, pregnancy 2, took job 2, felt too old 1, influence of friends 1, uncomfortable in white environment 1, lateness 1, tired of school 1, nothing exciting at school 1, school unmotivating 1, trouble at home 1, drugs 1, numerous reasons 1, unspecified 1.

APPENDIX B6

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Dropouts (Appendix B5)
by School District

(NOTE: Not all questions required responses from all subjects. Thus the total number of responses may be fewer than the number of questionnaires administered — as shown in parentheses beneath the school district numbers.)

Question #	8 (09)	31 (09)	38 (11)	40 (12)	All (41)
5D		01	04	03	08
6A		04	04	03	11
B		01	01		02
C	02		03	04	09
D		02	03	01	06
E		02			02
7A			04		04
B	01	05	04	05	15
C	01	03	03	01	08
D		01		02	03
8A	02	01	05	01	09
B		05	02	03	10
C		01	03	04	08
D		02	01		03
9A			01	01	02
B	02	03	05		10
C		05	03	04	12
D			01	02	03
E		01	01	02	04
10A	02	03	04	02	11
B		04	05	07	16
C		02	02		04

APPENDIX B6

Native Student Achievement Study

Tabulation of Responses
Questionnaire: Dropouts (Appendix B5)
by School District

(NOTE: Not all questions required responses from all subjects. Thus the total number of responses may be fewer than the number of questionnaires administered — as shown in parentheses beneath the school district numbers.)

Question #	8 (09)	31 (09)	38 (11)	40 (12)	All (41)
11A		05	06	05	16
B	01	03	04	03	11
C	01	01	01	01	04
12A		01		01	02
B		02	03		05
C	01	01	02	02	06
D	02		04	01	07
E	06	05	02	08	21
13A	01				01
B	01	02	01	01	05
C		02	03	01	06
D	03	02	03	02	10
E	04	03	04	08	19
14A Specified		04	03	03	10
Unspecified	01	04	01	06	12
B	08	01	07	03	19

OPEN-ENDED ITEMS: The responses to items 15 through 20 do not lend themselves to tabulation, but they constitute the basis of much of the content of Section IIIH (pp. 55-63).

APPENDIX B7

Native Student Achievement Study

Percentage comparisons of responses to the same or similar items in questionnaires used with students, graduates, and dropouts (Appendices B1, B3, and B5)

		Students	Graduates	Dropouts
Who most influenced your choice of program in high school?				
A	you yourself?	N/A	44%	27%
B	your family?	N/A	26%	05%
C	teachers or guidance counsellors?	N/A	26%	22%
D	friends?	N/A	02%	15%
E	others?	N/A	02%	05%
Was the program chosen because				
A	the subject matter was interesting?	N/A	22%	13%
B	the courses were neither too easy nor too hard?	N/A	16%	50%
C	of occupational considerations?	N/A	46%	27%
D	of other reasons?	N/A	16%	10%
Looking at it from today's standpoint, was the program				
A	the best program for you?	N/A	51%	30%
B	probably as beneficial as other program choices?	N/A	18%	33%
C	a questionable choice for you?	N/A	21%	27%
D	definitely the wrong program for you?	N/A	10%	10%
Was your standing				
A	about right for one of your ability?	N/A	32%	35%
B	below your level of ability?	N/A	62%	52%
C	much below your level of ability?	N/A	02%	13%
At school, did you feel understood and accepted by				
A	just about everyone?	N/A	62%	52%
B	some teachers and students (Indian and non-Indian)?	N/A	36%	35%
C	Indians only?	N/A	02%	13%
How far did your father go in school?				
A	graduated from university?	13%	10%	05%
B	graduated from high school, or some university?	13%	06%	12%
C	some high school?	12%	10%	15%
D	elementary school?	18%	36%	17%
E	don't know?	26%	38%	51%

APPENDIX B7

Native Student Achievement Study

Percentage comparisons of responses to the same or similar items in questionnaires used with students, graduates, and dropouts (Appendices B1, B3, and B5)

How far did your mother go in school?

A	graduated from university?	17%	18%	02%
B	graduated from high school, or some university?	26%	12%	12%
C	some high school?	26%	20%	15%
D	elementary school?	05%	22%	24%
E	don't know?	22%	28%	46%

Before you started school, did your parents read to you?

A	yes?/able to name three things read	32%	20%	24%
	yes?/do not remember titles	21%	34%	29%
B	no?	47%	46%	46%

Do you consider yourself to be

A	very intelligent?	16%	N/A	12%
B	of average intelligence?	77%	N/A	68%
C	below average?	07%	N/A	17%
D	much below average?	00%	N/A	02%

IN THE FOLLOWING, ONLY THE MOST SIGNIFICANT RESPONSES TO OPEN-ENDED ITEMS ARE SHOWN. FURTHER DETAILS MAY BE FOUND IN APPENDICES B4 AND B6.

What should all students learn to do for themselves?

•	self-discipline, self-motivation	N/A	56%	46%

What support should students expect from their families?

•	encouragement, moral support	N/A	60%	49%

What support should students expect from their reserve?

•	financial support	N/A	36%	24%

What is the minimum that students should expect of teachers?

•	academic knowledge/professional skill	N/A	26%	15%
•	understanding/sensitivity	N/A	24%	29%
•	fairness/tolerance/respect	N/A	14%	17%

NOTE: Appendix B7 was compiled at the request of the New Brunswick Department of Edcuation from data derived from Appendices B1 through B6.

APPENDIX C

ELEMENTARY STUDENT REPORT

GRADES 1 - 6

School District 38
Campbellton, New Brunswick

School ____________________________ Year ____

Student's Name ________________________ Grade __

Teacher _______________ Principal _______________

☐ English Program

☐ French Immersion Program

APPENDIX C

Achievement			Effort	
E	Excellent	95-100	O	Outstanding
VG	Very Good	85-94	S	Satisfactory
G	Good	70-84	NI	Needs Improvement
M	Minimum/Fair	60-69		
NS	Not Satisfactory	Below 60		

Name ____________________

Achievement refers to a pupil's performance at his/her level of instruction.

Effort refers to a pupil's effort in comparison with his/her apparent ability.

Grades 1-3 will be given both achievement and effort ratings in Language Arts (Grade 3 Fr. Im. in both French L.A. and Eng. L.A.) and Math.

Grades 4-6 will be given both achievement and effort ratings in Language Arts, Math, Social Studies, Science, Health, and French (Eng. Prog.) and English Language Arts (Fr. Im. Prog.).

	NOV.		FEB.		APRIL		JUNE	
LANGUAGE ARTS								
Listening Skills								
Attends to oral presentations								
Follows oral directions								
Speaking Skills								
Vocabulary development								
Expression of ideas								
Reading Skills								
Word attack skills								
Comprehension								
Oral reading								
Writing								
Written expression								
Printing/Writing								
Spelling								
Assigned spelling								
Application								
French Grammar (Fr. Im. Prog.)								
Effort in Language Arts	■		■		■		■	
MATHEMATICS								
Concepts								
Reasoning								
Accuracy								
Effort in Mathematics	■		■		■		■	
	Ach	Eff	Ach	Eff	Ach	Eff	Ach	Eff
Social Studies								
Science								
Health								
French (Eng. Prog.)								
Music	■		■		■		■	
Physical Education	■		■		■		■	
Art	■		■		■		■	

Language Arts Program - Regular ☐ Other ____________________

Mathematics Program Regular ☐ Other ____________________

Student is achieving - at grade level ☐

- above grade level ☐

- below grade level ☐

APPENDIX D

Percentage of Registered Indian and General Populations with at Least High School Education
Canada, Provinces/Territories, 1986

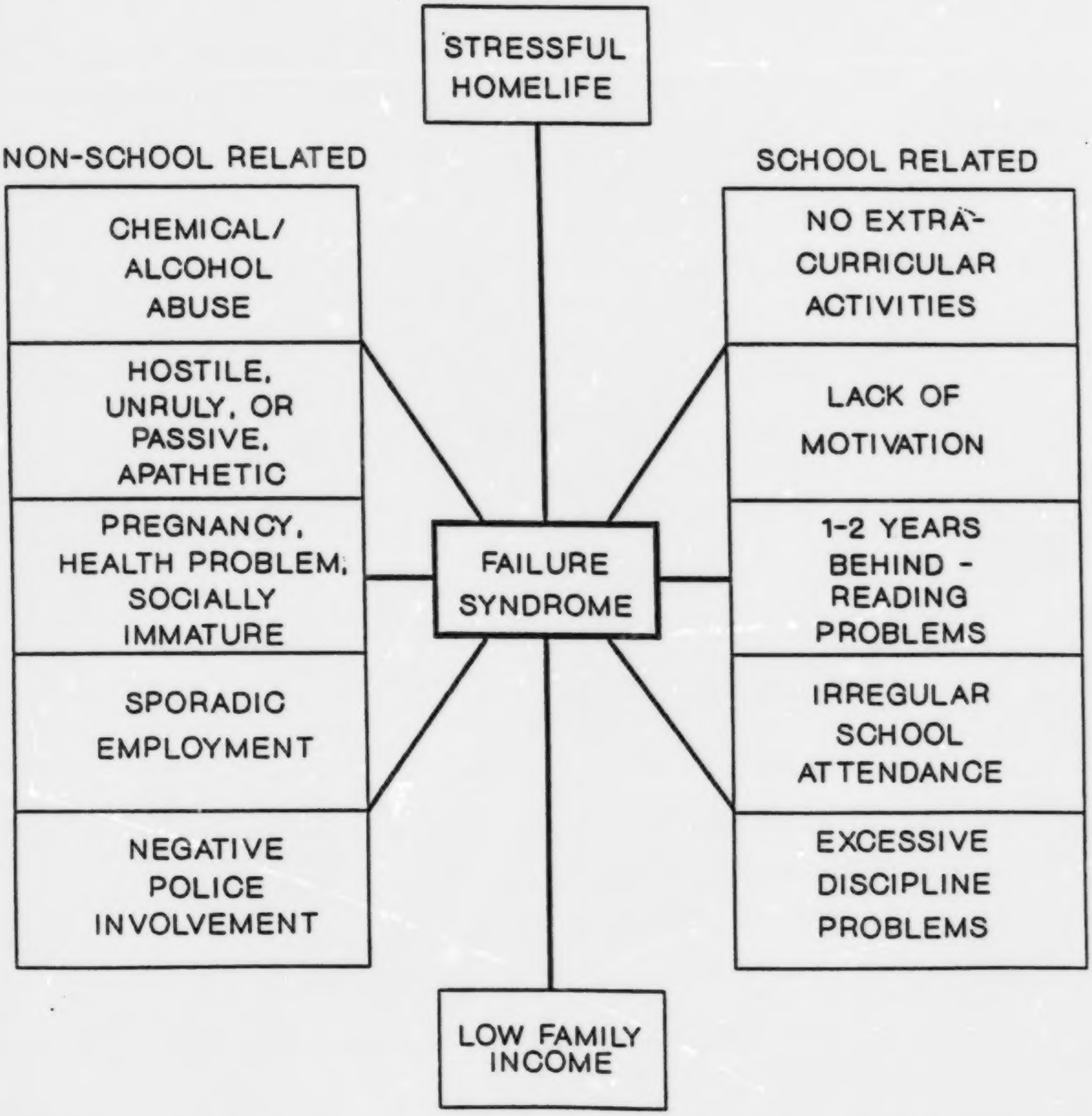
	% Population with at Least High School Education			
	Registered Indian Population			
Province/Territory	On Reserve	Off Reserve	Total	General Population
Nova Scotia & Newfoundland	34.3	50.0	37.6	47.1
New Brunswick & P.E.I.	33.1	43.4	35.2	48.4
Quebec	19.7	45.2	24.9	56.3
Ontario	26.4	41.9	33.4	57.0
Manitoba	12.6	33.4	19.6	49.5
Saskatchewan	18.2	33.2	23.6	48.6
Alberta	20.9	38.0	27.6	59.0
British Columbia	26.6	36.0	30.8	59.3
Yukon	22.3	30.1	26.5	66.5
NWT	17.0	21.6	18.7	47.6
Canada	21.7	37.1	27.5	55.8

Source: INAC customized data based on 1986 Census of Canada

From: Report of the Provincial Advisory Committee on Post-Secondary Education for Native Learners to the Honourable Bruce Strachan, Minister of Advanced Education, Training and Technology, February 28, 1990.

APPENDIX E

Student at Risk Profile


STRESSFUL HOMELIFE
NON-SCHOOL RELATED
SCHOOL RELATED
CHEMICAL/ ALCOHOL ABUSE
HOSTILE, UNRULY, OR PASSIVE, APATHETIC
PREGNANCY, HEALTH PROBLEM, SOCIALLY IMMATURE
SPORADIC EMPLOYMENT
NEGATIVE POLICE INVOLVEMENT
FAILURE SYNDROME
NO EXTRA-CURRICULAR ACTIVITIES
LACK OF MOTIVATION
1-2 YEARS BEHIND - READING PROBLEMS
IRREGULAR SCHOOL ATTENDANCE
EXCESSIVE DISCIPLINE PROBLEMS
LOW FAMILY INCOME

Source : The Prevention of Truancy, Los Angeles County Office.

APPENDIX F

NUMBER OF INDIAN STUDENTS IN NEW BRUNSWICK PROVINCIAL SCHOOLS RECEIVING SUPPORT FROM INDIAN AFFAIRS CANADA BY DISTRICT, SCHOOL, AND GRADE[1]

(Also showing the enrolments of federal and band operated schools within the districts)

1989-90

SCHOOL DISTRICT 7	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS[2]	ALL
0752 1 René-Chouinard		01												01
0761 5 La Recontre-de-Néguac											01			01
TOTAL		**01**									**01**			**02**

SCHOOL DISTRICT 8	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
0843 3 Blackville Rural High		01												01
0856 1 Croft Elementary				01		01							01	03
0813 1 Harkins Elementary				01	01								01	03
0812 4 Harkins Junior High							09	18	35				02	64
0811 7 Miramichi Valley High										29	20	24	01	74
0859 1 North & South Esk Elem.	01				02									03
0825 5 North & South Esk Regional							07	02	04	02	05	03		23
TOTAL	**01**	**01**		**02**	**03**	**01**	**16**	**20**	**39**	**31**	**25**	**27**	**05**	**171**

Federal and Band operated schools within District 08

SCHOOLS	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
Burnt Church Band	24	20	20	15	16	16	20	18						149
Eel Ground Federal	04	05	06	05	04	08								32
Red Bank Federal	04	11	09	05	06	05								40

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[1] Unless indicated otherwise, numbers were obtained from Indian Affairs Canada records.

[2] Ungraded or grade unknown.

APPENDIX F

NUMBER OF INDIAN STUDENTS IN NEW BRUNSWICK PROVINCIAL SCHOOLS RECEIVING SUPPORT FROM INDIAN AFFAIRS CANADA BY DISTRICT, SCHOOL, AND GRADE

(Also showing the enrolments of federal and band operated schools within the districts)

1989-90

SCHOOL DISTRICT 12	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
1202 2 Dr.-Marguerite-Michaud			01		01	01		01						04
TOTAL			01		01	01		01						04

SCHOOL DISTRICT 14	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
1401 2 Dorchester Consolidated	01						01							02
1417 1 Salem Elementary	01			01									01	03
1411 7 Tantramar High												03		03
TOTAL	02			01			01					03	01	08

SCHOOL DISTRICT 15	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
1517 6 Harrison Trimble High										02	02			04
TOT										02	02			04

SCH DISTRICT 20	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
2053 St. Patrick's					01									01
TOT					01									01

APPENDIX F

NUMBER OF INDIAN STUDENTS IN NEW BRUNSWICK PROVINCIAL SCHOOLS RECEIVING SUPPORT FROM INDIAN AFFAIRS CANADA BY DISTRICT, SCHOOL, AND GRADE

(Also showing the enrolments of federal and band operated schools within the districts)

1989-90

SCHOOL DISTRICT 25	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
2508 1 Gesner Street Elementary	01													01
2511 4 Harold Peterson Jr. High								01					01	02
2509 1 Hubbard Avenue Elementary	01	05	03	02	06	02								19
2513 6 Oromocto Senior High										04	04	02		10
2512 4 Waasis Road Junior High							04	03	01					08
TOTAL	**02**	**05**	**03**	**02**	**06**	**02**	**04**	**04**	**01**	**04**	**04**	**02**	**01**	**40**

SCHOOL DISTRICT 26	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
2601 4 Albert Street Junior High							05	02	03					10
2605 2 Devon						01	08	05	17					31
2635 6 Fredericton High										26	14	17		57
2609 1 Garden Creek		01												01
2619 4 George Street Junior High							13	02	08					23
2614 1 Kingsclear		01	03	03	04	04								15
2634 1 Liverpool Street		01											01	02
2636 4 Nahswaaksis Junior High									02					02
2621 1 Nashwaaksis Memorial				01										01
2624 1 Priestman Street	01			05		01								07

(Continued next page)

APPENDIX F

NUMBER OF INDIAN STUDENTS IN NEW BRUNSWICK PROVINCIAL SCHOOLS RECEIVING SUPPORT FROM INDIAN AFFAIRS CANADA BY DISTRICT, SCHOOL, AND GRADE

(Also showing the enrolments of federal and band operated schools within the districts)

1989-90

School District 26 continued

2625 1 Saint Dunstan's		02		07	03	01							13
2629 1 South Devon	19	18	14	07	08	09							75
TOTAL	**20**	**23**	**17**	**23**	**15**	**16**	**26**	**09**	**30**	**26**	**14**	**17**	**01**	**237**

Band operated school within District 26

SCHOOL	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
Kingsclear Band	10	11	06											27

SCHOOL DISTRICT 29	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
2903 1 Broadway Elementary	06	03	06	02	01									18
2905 2 Southern Carleton Inter.						04	01							05
2908 6 Woodstock High										02	08	04		14
2901 4 Woodstock Junior High								05	01					06
TOTAL	**06**	**03**	**06**	**02**	**01**	**04**	**01**	**05**	**01**	**02**	**08**	**04**		**43**

SCHOOL DISTRICT 31	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
3107 1 Andover Elementary	15	10	20	14	07								01	67
3105 2 Perth-Andover Inter						09	13							22
3106 5 Southern Victoria High								08	11	09	12	07		47
TOTAL	**15**	**10**	**20**	**14**	**07**	**09**	**13**	**08**	**11**	**09**	**12**	**07**	**01**	**136**

APPENDIX F

NUMBER OF INDIAN STUDENTS IN NEW BRUNSWICK PROVINCIAL SCHOOLS RECEIVING SUPPORT FROM INDIAN AFFAIRS CANADA BY DISTRICT, SCHOOL, AND GRADE

(Also showing the enrolments of federal and band operated schools within the districts)

1989-90

Band operated school within District 31

SCHOOL	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
Tobique Band (Mahsos Schol)	05	09	04	04	06	05	03							36

SCHOOL DISTRICT 33	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
3325 6 Cité-des-Jeunes-A.-M.-S.										03		02		05
3307 4 Cormier								02	01					03
3311 1 Sacré-Coeur	01					03								04
TOTAL	01					03		02	01	03		02		12

SCHOOL DISTRICT 35	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
3511 2 Académie Notre-Dame					01									01
TOTAL					01									01

SCHOOL DISTRICT 36	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	SS	ALL
3615 5 Dalhousie Regional High								06	03	04	05	07		25
3613 2 L.E. Reinsborough Jr.High	09	03	07	05	05	06	05							40
TOTAL	09	03	07	05	05	06	05	06	03	04	05	07		65

APPENDIX G1

Province of New Brunswick
Department of Education

ANNUAL NATIVE STUDENT ENROLMENT REPORT

This report is due November 1st annually from each school which is enrolling Native students. List all students who claim to be Indian, Métis, or Inuit.

Surname	Given Names	Birth Date	Grade	Program[1]	Standing[2]	Band/Place of Residence[3]

Name of official filing report ________________ **Position** __________ **Date** ________

Name and address of school ____________________________ **Page**____ **of** ____

---

[1] A=academic, B=business, G=general, I=industrial, P=practical, V=vocational, WS=work study, M=modified, IM=immersion. Indicate all which apply. Add or explain if necessary.

[2] Indicate standing in previous academic year as "special" (for all modified program students, including level 4 and level 5 program students at the senior high school), or "high," "average," or "low" (for all regular program students, including level 2 and level 3 program students at the senior high).

[3] Indicate band or nation if known — or Métis/Inuit. If unknown, indicate place of residence

APPENDIX G2

Province of New Brunswick
Department of Education

ANNUAL NATIVE STUDENT SCHOOL LEAVING REPORT

This report is due November 1st annually from each school which is enrolling Native students. List all students who claim to be Indian, Métis, or Inuit who ceased to be students at the school since November 1st of the previous year.

Surname	Given Names	Birth Date	Grade[1]	Band[2]	Leaving date	Reason for leaving[3]

Name of official filing report ______________________ **Position** ______________ **Date** ____________

Name and address of school ____ **Page**_____**of**_____

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[1] Last grade in which enrolled.

[2] Indian band or nation if known — or Métis/Inuit.

[3] Be specific. Examples: "Graduated in June," "Transferred to __"